



Navigator Schools

Special Board Meeting

Date and Time

Thursday February 15, 2024 at 6:00 PM PST

Location

[Join Zoom Meeting](#)

ID: 93467964183

Passcode: 270566

[\(US\) +1 669-900-6833](#)

Passcode: 270566

Meeting host: christopher.copus@navigatorschools.org

Join Zoom Meeting:

<https://navigatorschools.zoom.us/j/93467964183?pwd=U1JEV3lUU1M2c3c4dDBmZXF5cjRJQT09>

[Joining instructions](#)

Location: 277 IOOF Avenue, Gilroy, CA 95020, USA

Gilroy Prep-1-GP Staff Lounge (20)

Hayward-Collegiate-1-HC Social Hall (10)

Hollister Prep-1-HP Conference Room (6)

Watsonville Prep-1-SO2 Conference Room (14)

This meeting will be held in compliance with the Brown Act.

Members of the public who wish to access this board meeting online may do so via Zoom at <https://zoom.us/join> or via telephone by calling (669) 900-6833 or (669) 444-9171.

Meeting ID: 93467964183

Passcode: 270566

Teleconference Locations / Ubicaciones de Teleconferencias

1. Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
2. Hollister Prep School, 881 Line Street, Hollister CA 95020
3. Watsonville Prep School, 407 Main Street, Watsonville, CA 95076
4. Gilroy Prep School, 277 I.O.O.F. Ave, Gilroy, CA 95020
5. 1065 Byers Street, Gilroy, CA 95020 (Santa Clara County)
6. 1365 Locust Street, Denver, CO 80220
7. 27324 Dobbel Avenue, Hayward, CA 94542
8. 5357 Federation Ct., San Jose, CA 95123

Members of the public attending online who wish to comment during the board meeting will use the online “raise hand” tool in Zoom when the chairperson elicits public comments. Members of the public planning to attend by phone are requested to confirm their intent to comment up to one hour prior to the meeting via e-mail.

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Requests for disability-related modifications or accommodations to participate in this public meeting should be submitted forty-eight hours prior to the meeting via e-mail. All efforts will be made for reasonable accommodations. The agenda and public documents will be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Esta reunión se llevará a cabo de conformidad con la Brown Act.

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Meeting ID: 93467964183

Passcode: 270566

Los comentarios públicos se limitarán a tres minutos. Si se necesita un intérprete, los comentarios se traducirán al inglés y el límite de tiempo será de seis minutos. A su discreción, la mesa directiva puede limitar el tiempo

total asignado a los comentarios del público y establecer nuevos límites de tiempo para los comentarios individuales. La mesa directiva se reserva el derecho de expulsar a un participante de la reunión si éste interrumpe injustificadamente la reunión.

Las solicitudes de modificaciones o adaptaciones relacionadas con una discapacidad para participar en esta reunión pública deberán presentarse cuarenta y ocho horas antes de la reunión por [correo electrónico](#). Se hará todo lo posible por realizar adaptaciones razonables. El orden del día y los documentos públicos se modificarán si se solicita, tal y como exige el artículo 202 de la Ley de Estadounidenses con Discapacidades.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Board Chair	1 m
The Board Chair will initiate confirmation of attendance via roll call.			
B. Call the Meeting to Order		Board Chair	1 m
C. Public Comments		Board Chair	5 m
The board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the chairperson.			
D. Opening Remarks of the Board Chair		Board Chair	5 m
The Board Chair will provide introductory remarks.			
E. Opening Remarks of the Chief Executive Officer & Superintendent		Caprice Young	5 m
Dr. Caprice Young, Chief Executive Officer & Superintendent of Navigator Schools, will provide opening remarks and updates.			
F. Approve Minutes from Previous Regular Board Meeting	Approve Minutes	Board Chair	1 m
Members will vote on the approval of minutes from the board meeting held on December 12, 2023.			
Proposed Motion: Approve the Board Meeting Minutes from December 12, 2023.			
Approve minutes for Board Meeting on December 12, 2023			

	Purpose	Presenter	Time
G. Approve Minutes from Board Retreat	Approve Minutes	Board Chair	1 m

Members will vote on the approval of minutes from the board meeting held on January 20, 2024.

Proposed Motion: Approve the Board Meeting Minutes from January 20, 2024.

Approve minutes for The Navigator Schools Board Retreat on January 20, 2024

II. Consent Agenda 6:19 PM

A. Approval of the Consent Agenda	Vote	Board Chair	1 m
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The board will vote on the approval of the consent agenda:

1. The Board will vote to approve amendments to facilities related contracts.
2. Approve policies (#102, #118, #119, #121, #122 , #123) recommended by the Governance Committee.

Proposed Motion: Approve the Consent Agenda

III. Finance 6:20 PM

A. Financial Audit	Vote	Noël Russell-Unterburger	10 m
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The Board will vote for approval of the 2022-23 Financial Audit.

B. Financial Update	FYI	Noël Russell-Unterburger	5 m
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Noël Russell-Unterburger, Chief Financial & Operating Officer, will present Navigator's financial position.

IV. Committees 6:35 PM

A. Audit Committee	Vote	Tom Peraic	5 m
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Creation of Audit Committee.

B. Governance Committee Authority	Vote	Tom Peraic	5 m
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Authority to Governance Committee to approve/ratify contracts.

	Purpose	Presenter	Time
<p>C. Report out from Academic Committee</p> <p>James Dent, Chief Academic Officer, to provide a summary of the January 31, 2024 Academic Committee Meeting.</p>	FYI	Jame Dent	5 m
<p>D. Report out from Development Committee</p> <p>Kirsten Carr, Director of Partnerships & Community Engagement, will provide a summary of the January 18, 2024 Development Committee Meeting.</p>	FYI	Kirsten Carr	5 m
V. Topical			6:55 PM
<p>A. Mid-Year Local Control and Accountability Plan</p> <p>Dr. Caprice Young, Chief Executive Officer & Superintendent, will present the 2023-24 Local Control and Accountability Plan.</p>	FYI	Caprice Young	5 m
<p>B. Safety Update</p> <p>Kirsten Carr, Director of Engagement & Partnerships, will report on implementation of safety audit recommendations.</p>	FYI	Kirsten Carr	15 m
<p>C. Facilities Update</p> <p>Noël Russell-Unterburger, Chief Financial & Operating Officer, will present an update on facilities progress towards long-term stability at each school site.</p>	FYI	Noël Russell-Unterburger	15 m
<p>D. Presentation of New Website and Enrollment Outreach Update</p> <p>Kirsten Carr, Director of Partnerships & Community Engagement, will present our newly updated website and progress towards 2024-25 enrollment.</p>	FYI	Kirsten Carr	15 m
<p>E. Special Education Board Update</p> <p>Tina Hill, Director of Student Services, will provide an update on special education issues.</p>	FYI	Tina Hill	15 m
VI. Closed Session			8:00 PM
<p>A. Announcement and Vote to Enter Closed Session</p> <p>The board chair will announce the reasons for closed session.</p>	Vote	Board Chair	1 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • EMPLOYEE PERFORMANCE EVALUATION (Gov't Code 54957); Title: CEO & Superintendent • EMPLOYEE APPOINTMENT (Gov't Code 54954.5, 54957); Title: General Counsel • ANTICIPATED LITIGATION (Gov't Code 54956.9); One Matter • CONFERENCE WITH REAL PROPERTY NEGOTIATOR (Gov't Code 54956.8) - Negotiator: CEO & Superintendent 			

Proposed Motion: Enter Closed Session

B. Closed Session	Discuss	Tom Peraic	27 m
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The board will meet in closed session.

C. Announcement of Action Taken During Closed Session	FYI	Board Chair	1 m
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Returning to open session, the board chair will announce action taken during closed session.

VII. Closing Items **8:29 PM**

A. Adjourn Meeting	Vote	Board Chair	1 m
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Board members will vote on adjournment of the meeting. Votes will be recorded via roll call.

Proposed Motion: Adjourn

Coversheet

Approve Minutes from Previous Regular Board Meeting

Section: I. Opening Items
Item: F. Approve Minutes from Previous Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on December 12, 2023

DRAFT



Navigator Schools

Minutes

Board Meeting

Date and Time

Tuesday December 12, 2023 at 6:00 PM

Location

Gilroy Prep School

This meeting will be held in compliance with the Brown Act.

Members of the public who wish to access this board meeting online may do so via Zoom at <https://zoom.us/join> or via telephone by calling [\(669\) 900-6833](tel:6699006833) or [\(669\) 444-9171](tel:6694449171).

Meeting ID: 91377283788

Passcode: 273436

Teleconference Locations / Ubicaciones de Teleconferencias

1. Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
2. Hollister Prep School, 881 Line Street, Hollister CA 95020
3. Watsonville Prep School, 407 Main Street, Watsonville, CA 95076
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6. 1365 Locust Street, Denver, CO 80220
7. 1 Washington Square, San Jose, CA 95112

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Directors Present

Alfred Morikang, Chuck Daggs, Ian Connell (remote), JP Anderson, Jaime Quiroga, John Flaherty

Directors Absent

Claire Grissom, Shara Hegde

Guests Present

Ami Ortiz, Caprice Young, James Dent (remote), Laura Marco (remote), Neena Goswamy (remote), Norma Knox (remote), Noël Russell-Unterburger, Tom Peraic

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Tuesday Dec 12, 2023 at 6:03 PM.

C. Public Comments

There were no public comments.

D. Opening Remarks of the Board Chair

The Board Chair thanked Board Members Jaime Quiroga and Chuck Daggs for their efforts to attend in person. He asked the Board members to continue to read all of the Board materials and to continue to ask informed questions. He thanked Sean Martin for his dedicated service to Navigator and he wished Sean all the best in the future.

E. Opening Remarks of the CEO & Superintendent

The CEO & Superintendent discussed the leadership team retreat in November. She offered that enrollment is strong, the schools are at capacity, and there are waiting lists. She noted that each school has an FRE of 50% or higher. She noted that GPS and HPS have had dramatic drops in chronic absenteeism, that HC has an artist in residence funded by Prop 28, and that Norma Knox is new HPS principal.

F. Approve Minutes from Previous Regular Board Meeting

Jaime Quiroga made a motion to approve the minutes from Board Meeting on 10-24-23. Chuck Daggs seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Consent Agenda

A. Approval of the Consent Agenda

Ian Connell made a motion to approve the items on the consent agenda. JP Anderson seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Request for Approval

A. Approve Hayward Collegiate Material Revision Application

Jaime Quiroga made a motion to approve/ratify the HC material revision application.

Ian Connell seconded the motion.

Neena Goswamy led the discussion and asked the Board for approval/ratification of the HC material revision application. Neena informed the Board that the application seeks to add 2 cohorts to each grade, to expand to TK-8, and to add an additional site. 225 signatures were gathered in support. Board Member Jaime Quiroga was supportive and said it was just what HC needed. Board Member Chuck Daggs reminded the Board to not underestimate the power of parents.

The board **VOTED** unanimously to approve the motion.

B. Mobile Modular Contracts for Hayward Collegiate and Gilroy Prep School

JP Anderson made a motion to approve the revisions to Mobile Modular contracts for HC and GPS.

Jaime Quiroga seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Topical

A. Election of Board Officer

Chuck Daggs made a motion to elect Tom Peraic as Secretary.

JP Anderson seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Finance

A. Receipt of 2022-23 Annual Audit

Noël Russell-Unterburger led the discussion. She shared that more time was needed to prepare the audit and that Board would be updated at its next Board meeting. The Board noted that best practices include working with different auditors over time.

VI. Committees

A. Report on Committees: Governance, Finance, Academics, Development

Ian Connell made a motion to approve committee appointments.

Chuck Daggs seconded the motion.

The Board confirmed the following appointments for 2023-24:

- 1) Academic Committee: Board Members Claire Grissom (chair), Chuck Daggs, and Alfred Morikang - James Dent, staff lead;
 - 2) Finance Committee: Board Members Ian Connell (chair), JP Anderson, and Jaime Quiroga - Noël Russell-Unterburger, staff lead;
 - 3) Governance Committee: John Flaherty (chair), Ian Connell, and Shara Hegde - Caprice Young and Neena Goswamy, staff leads; and,
 - 4) Development Committee: Chuck Daggs (chair), John Flaherty, and Jaime Quiroga - Kirsten Carr and Neena Goswamy, staff leads.
- The board **VOTED** unanimously to approve the motion.

B. Report out from Finance Committee

Noël Russell-Unterburger led the discussion. She informed the Board of the current projections and that 2023-24 will finish with \$177k net income after approval of the DEIA contract. She informed the Board that a \$2.9M ERC credit is pending but has a 12-month lead time. Noël said that WPS can apply for a full tax exemption. She noted that there are some additional expenditures, such as additional staff. The Board Chair asked if the IRS can expedite and Noël indicated she would inquire. Board Member Jaime Quiroga noted that there is 2.65 months of cash and would like to see it at 4-5 months. Noël asked the Board to consider an Investment Committee and Board Member Chuck Daggs indicated that he was more than glad to help.

C. Report Out on Academic Success Committee

James Dent led the discussion. Data shows student gains across all schools with WPS leading the way with 15% gains. He discussed curriculum adoption and illustrated math. James noted tremendous success on ELA and that Navigator can still do better by using research proven curricula. The CEO & Superintendent offered that data drives the issue. James shared that we have access to consultants who helped at Rocketship and at Cornerstone.

VII. Closed Session

A. Announcement and Vote to Enter Closed Session

Chuck Daggs made a motion to enter closed session.
Jaime Quiroga seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Closed Session

The Board discussed anticipated litigation with General Counsel.

C. Return to Open Session

No action taken.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
Tom Peraic

Coversheet

Approve Minutes from Board Retreat

Section: I. Opening Items
Item: G. Approve Minutes from Board Retreat
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for The Navigator Schools Board Retreat on January 20, 2024

DRAFT



Navigator Schools

Minutes

The Navigator Schools Board Retreat

Date and Time

Saturday January 20, 2024 at 9:00 AM

Location

The Neon Exchange

Address: 7365 Monterey Hwy, Gilroy, CA 95020

Join Zoom Meeting

<https://navigatorschools.zoom.us/j/92094313908?pwd=cVNWYmJTa0R5UGI4cWhLcytQVXIPQT09>

Meeting ID: 920 9431 3908

Passcode: 794346

One tap mobile

+16694449171,,92094313908#,,, *794346# US

+16699006833,,92094313908#,,, *794346# US (San Jose)

Dial by your location

- +1 669 444 9171 US
- +1 669 900 6833 US (San Jose)
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 719 359 4580 US
- +1 646 876 9923 US (New York)
- +1 646 931 3860 US
- +1 689 278 1000 US
- +1 301 715 8592 US (Washington DC)
- +1 305 224 1968 US
- +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)
- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US

Meeting ID: 920 9431 3908

Passcode: 794346

Find your local number: <https://navigatorschools.zoom.us/j/92094313908>

Directors Present

Alfred Morikang, Chuck Daggs, Claire Grissom, Ian Connell, JP Anderson, Jaime Quiroga, John Flaherty, Shara Hegde

Directors Absent

None

Guests Present

Caprice Young, James Dent, Kirsten Carr, Nina Rosetti, Noël Russell-Unterburger, Tom Peraic

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Saturday Jan 20, 2024 at 9:13 AM.

C.

Approve Minutes

Item tabled to next board meeting.

II. Finance

A. 2022-23 Annual Audit

Item tabled to next board meeting.

III. Board Retreat

A. Strategic Planning, Development, and Governance

Discussion led by the CEO & Superintendent. She offered 6 items for consideration: (1) Growth v. Consolidation; (2) start new schools; (3) adopt existing schools; (4) high schools; (5) provide support to partner schools; and (6) schools outside of California. The Board discussed the various approaches. The Board also discussed general governance issues including recruitment. The Board also discussed Board Committees and how they can assist and support the full Board. With regard to growth, the Board directed the CEO & Superintendent to return with a detailed growth plan at the April regular Board meeting. With regard to development, the Board offered thoughts around a validation bank and the need to raise additional capital. With regard to governance, the Board discussed greater use of the support corporation and the possible use of an Executive Committee.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:18 PM.

Respectfully Submitted,
Tom Peraic

Coversheet

Approval of the Consent Agenda

Section: II. Consent Agenda
Item: A. Approval of the Consent Agenda
Purpose: Vote
Submitted by:
Related Material:

- 1a. PCSD Board Report 02.06.24.pdf
- 1b. First Amendent to PMA Hayward final form.pdf
- 1c. First Amendent to PMA Gilroy Prep final form.pdf
- 2a. #102 Suicide Prevention Policy.pdf
- 2b. #118 Special Education Policy.pdf
- 2c. #119 Student Freedom of Speech and Expression Policy.pdf
- 2d. #121 Universal Meals Policy.pdf
- 2e. #122 Student Wellness Policy.pdf
- 2f. #123 Student Technology Policy and Acceptable Use Agreement.pdf

To: Navigator Board of Directors
From: Tom Peraic
Date: February 13, 2024
Re: Amendments to PCSD Contracts

We received amendments to the PCSD contracts concerning their services at GPS and HC.

The GPS amendment increases the amount of the contract by \$70,000, or from \$250,000 to \$320,000. The rationale for this increase is the increased scope of the construction in the form of a staff bathroom to the administrative structure and assistance with gap financing.

The HC amendment increases the amount of the contract by \$35,000, or from \$80,000 to \$115,000. The rationale for this increase is assistance with the entitlement process and the performance of additional fire, life, and safety work.

As part of these amendments, we clarified that Builders Risk insurance is not needed for either project until construction physically begins and GPS's address was added to the contract which makes it easier for a third party reader to identify the place of work.

The monthly payment on the GPS contract will go from \$16,667 per month for 15 months (or \$250k total) to \$16,667 per month for the 5 months that have already been paid and then will be \$23,666.50 for the next 10 months starting with the February payment (or \$320k total.)

The monthly payment on the HC contracts will go from \$8,000 per month for 10 months (or \$80k total) to \$8,000 per month for the 7 months that have already been paid and then will be \$9833.33 for the next 6 months starting with the February payment (or \$115k total.)

STAFF RECOMMENDATION: APPROVAL

FIRST AMENDMENT TO PROJECT MANAGEMENT AGREEMENT

This First Amendment to Project Management Agreement (this “**Amendment**”) dated as of February 13, 2024 (“**Effective Date**”), is made by Navigator Schools, a California nonprofit public benefit corporation on behalf of Hayward Collegiate, a California public charter school (“**Client**”) and Pacific Charter School Development, Inc., a California nonprofit public benefit corporation (“**PCSD**”). Client and PCSD are hereinafter individually referred to as a “**Party**” and collectively as the “**Parties**.”

RECITALS

A. Client and PCSD are parties to that certain Project Management Agreement with an Effective Date of July 1, 2023 (the “**Agreement**”), pursuant to which, among other things, PCSD agreed to provide certain project management services to Client to facilitate the development and construction of charter school facilities on that certain real property, together with all improvements located thereon, commonly known as 166 W. Harder Rd., Hayward, CA 94544 (the “**Property**”), for use by Client in the operation of a public charter school located on the Property (the “**Project**”). Capitalized terms used and not otherwise defined herein shall have the meanings given in the Agreement.

B. The Parties desire to amend the Agreement to reflect (a) additional Project scope and PCSD services, including (i) supporting Client through the entitlement process and (ii) assisting and advising Client with Fire, Life, Safety work; and (b) an increase of \$35,000 to the Project Management Fee.

AGREEMENT

NOW, THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, the Parties hereby agree as follows:

AMENDMENTS.

1. Subsection 3.1 of the Agreement is hereby deleted in its entirety and replaced with the following:

PCSD’s fee for the Services will be One Hundred Fifteen Thousand Dollars (\$115,000) (the “Project Management Fee”) subject to adjustment as set forth in Section 1.3. The Project Management Fee will be paid in accordance with the following schedule:

First, beginning on July 1, 2023, seven (7) monthly payments of Eight Thousand Dollars (\$8,000), which have all been received as of the Effective Date.

Second, beginning on February 1, 2024, six (6) monthly payments of Nine Thousand Eight Hundred Thirty-Three Dollars and 33/100 (\$9,833.33).

If the Project is completed in less than Ten (10) months, PCSD reserves the right to bill the balance of the Project Management Fee that remains unpaid immediately upon final Project completion. Each invoice will be due within fifteen (15) business days after receipt. A late fee of TEN PERCENT (10%) per annum or the maximum allowed by law, whichever is less, shall be due and payable for any invoices not paid within the aforementioned period.

2. The Project Description set forth in Exhibit A is hereby deleted in its entirety and replaced with the following:

This project is for the placement of three portables on the property located at 166 W Harder Rd, Hayward, CA 94544; guidance through the entitlement process for the Project; and assistance with Fire, Life, Safety work in certain existing classrooms.

3. An additional service is hereby added to the “Original Budget and Financing” section of Exhibit B as follows:

	Supporting Hayward Collegiate in obtaining private financing to fund their modular project (bond or municipal financing will require alternative, licensed professional guidance)	PCSD	CLIENT
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4. An additional service is hereby added to the “Permitting & Utilities” section of Exhibit B as follows:

	Assist and advise on Fire, Life, Safety (FLS) work in existing classrooms.	PCSD	CLIENT
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MISCELLANEOUS.

1. The Parties hereby acknowledge and confirm that the Agreement, as amended by this Amendment, is valid and binding and in full force and effect, enforceable against each of them in accordance with its terms.
2. This Amendment may be executed in multiple counterparts which, when taken together, shall constitute a single instrument. Legal delivery of this Amendment may be accomplished by facsimile or email or other electronic transmission of signatures.
3. The recitals in the opening paragraphs of this Amendment are incorporated into and are a part of this Amendment.
4. No other terms or conditions of the Agreement shall be negated or changed as a result of Amendment.
5. This Amendment shall be governed, construed and interpreted by, through and under the Laws of the State of California.

REQUIREMENT FOR VALID AGREEMENT. Unless and until this Amendment is fully executed and delivered by all Parties, there is not an agreement of any kind among the Parties, concerning the subject matter of this Amendment, that is binding upon any Party or upon which any Party can or should rely.

[Balance of Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, the Parties have executed this Amendment effective as of the date first set forth above.

NAVIGATOR SCHOOLS

By: _____

Name: Caprice Young, Ed.D

Its: CEO & Superintendent

PACIFIC CHARTER SCHOOL DEVELOPMENT, INC.

By: _____

Name: John Sun

Its: President & CEO

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RECITALS

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B. The Parties desire to amend the Agreement to reflect (a) additional Project scope and PCSD services, including (i) expansion of the administration modular and staff bathroom, and modular changing room for students and (ii) supporting Client with finding gap financing in order to start construction prior to it receiving its final apportionment from Proposition 51; and (b) an increase of \$70,000 to the Project Management Fee.

AGREEMENT

NOW, THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, the Parties hereby agree as follows:

AMENDMENTS.

1. Subsection 3.1 of the Agreement is hereby deleted in its entirety and replaced with the following:

PCSD’s fee for the Services will be Three Hundred Twenty Thousand Dollars (\$320,000) (the “Project Management Fee”) subject to adjustment as set forth in Section 1.3. The Project Management Fee will be paid in accordance with the following schedule:

First, beginning on September 1, 2023, five (5) monthly payments of Sixteen Thousand Six Hundred Sixty-seven Dollars (\$16,667)

Second, beginning on February 1, 2024, ten (10) monthly payments of Twenty-Three Thousand Six Hundred Sixty-Six Dollars and 50/100 (\$23,666.50).

If the Project is completed in less than Fifteen (15) months, PCSD reserves the right to bill the balance of the Project Management Fee that remains unpaid immediately upon final Project completion. Each invoice will be due within fifteen (15) business days after receipt. A late fee of TEN PERCENT (10%) per annum or the maximum allowed by law,

whichever is less, shall be due and payable for any invoices not paid within the aforementioned period.

2. The Project Description set forth in Exhibit A is hereby deleted in its entirety and replaced with the following:

The Project is to build two new TK classrooms, replace square footage to build two new kindergarten classrooms, develop a TK/K play area, add a shade structure and a new, expanded administration modular and staff bathroom, and modular changing room for students all at the property located at 277 I.O.O.F. Avenue, Gilroy, CA 95020 (“Property”).

3. An additional service is hereby added to the “Original Budget and Financing” section of Exhibit B as follows:

	Supporting Client with finding gap financing in order to start construction prior to it receiving its final apportionment from Proposition 51	PCSD	CLIENT
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4. Section 1(c) of Exhibit C is hereby deleted in its entirety and replaced with the following:

Builder’s risk insurance in an amount equal to the full replacement value of the improvements being constructed on the Property by or for the benefit of Client in relation to the Project for the duration of any work performed on the Property in relation to the Project. Builder’s Risk insurance shall not be required until the construction phase of the Project.

MISCELLANEOUS.

1. The Parties hereby acknowledge and confirm that the Agreement, as amended by this Amendment, is valid and binding and in full force and effect, enforceable against each of them in accordance with its terms.
2. This Amendment may be executed in multiple counterparts which, when taken together, shall constitute a single instrument. Legal delivery of this Amendment may be accomplished by facsimile or email or other electronic transmission of signatures.
3. The recitals in the opening paragraphs of this Amendment are incorporated into and are a part of this Amendment.
4. No other terms or conditions of the Agreement shall be negated or changed as a result of Amendment.
5. This Amendment shall be governed, construed and interpreted by, through and under the laws of the State of California.

REQUIREMENT FOR VALID AGREEMENT. Unless and until this Amendment is fully executed and delivered by all Parties, there is not an agreement of any kind among the Parties, concerning the subject matter of this Amendment, that is binding upon any Party or upon which any Party can or should rely.

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IN WITNESS WHEREOF, the Parties have executed this Amendment effective as of the date first set forth above.

NAVIGATOR SCHOOLS

By: _____
Name: Caprice Young, Ed.D
Its: CEO & Superintendent

PACIFIC CHARTER SCHOOL DEVELOPMENT, INC.

By: _____
Name: John Sun
Its: President & CEO

Board Policy #: 102
 Adopted/Ratified: February 13, 2024
 Revision Date: February 13, 2024

NAVIGATOR SCHOOLS SUICIDE PREVENTION POLICY

The Navigator Schools (“Navigator”) Board of Directors (“Board”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Navigator and community stakeholders, Navigator school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Navigator’s strategies for suicide prevention and intervention. Navigator must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Navigator shall appoint an individual (or team) to serve as the suicide prevention point of contact for Navigator. The suicide prevention point of contact for Navigator shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Navigator created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Navigator designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. Director of Student Services
2. Director of Partnerships and Community Engagement

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,

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- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Staff Development

Navigator, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Navigator shall review training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Navigator shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School

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Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

- g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide.
 - ii. Youth with a history of suicide ideation or attempts.
 - iii. Youth with disabilities, mental illness, or substance abuse disorders.
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - vi. Youth who have suffered traumatic experiences.
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Navigator and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective factors).
 - f. How to identify youth who may be at risk of suicide.
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Navigator guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Navigator guidelines.
 - h. Navigator-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
 - i. Navigator-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
 - j. Responding after a suicide occurs (suicide postvention).
 - k. Resources regarding youth suicide prevention.
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

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Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Navigator. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Navigator has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Navigator has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Navigator protocols.

Navigator has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or

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caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

Employees of Navigator must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Navigator shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Navigator Web page and included in the Scholar and Family Handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. Navigator shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Navigator's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - c. Navigator's referral processes and how they or their children can reach out for help, etc.

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8. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act (“FERPA”) generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA’s health or safety emergency provision permits the disclosure of personally identifiable information from a student’s education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Navigator along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with Navigator and is characterized by caring staff and harmonious interrelationships among students.

Navigator’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Navigator’s instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Navigator’s instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
 - a. Coping strategies for dealing with stress and trauma.
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding Navigator’s suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

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Navigator will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, etc.)

Navigator shall maintain a list of current student trainings and will be available upon request. Navigator has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Navigator shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the CEO & Superintendent or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Navigator or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.

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- c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
 3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medical beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
 4. After a referral is made, Navigator shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Navigator may contact Child Protective Services.
 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Navigator.
 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Navigator campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Navigator's safety plan. After consultation with the CEO & Superintendent or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the CEO & Superintendent or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Navigator staff may receive assistance from Navigator counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Navigator campus and unrelated to school activities, the CEO & Superintendent or designee shall take the following steps to support the student:

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1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Navigator to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Navigator activities to notify a teacher, the CEO & Superintendent, another Navigator administrator, psychologist, Navigator counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Navigator staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student and the student's parent/guardian about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Navigator shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the CEO & Superintendent to conduct an initial meeting of the Suicide Prevention Crisis Team to:

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- a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

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Use	Do Not Use
<p>“Died by suicide” or “Took their own life”</p>	<p>“Committed suicide” Note: Use of the word “commit” can imply crime/sin</p>
<p>“Attempted suicide”</p>	<p>“Successful” or “unsuccessful” Note: There is no success, or lack of success, when dealing with suicide</p>

11. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- b. Support siblings, close friends, teachers, and/or students of deceased.
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Navigator will include the telephone numbers on student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - Call or Text “988”
 - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number



EL DORADO
CHARTERSELPA

SELPA Policies and Administrative Regulations

Published June 9, 2008
Revised September 16, 2010
Revised May 22, 2014
Revised September 24, 2015
Revised May 26, 2016
Revised May 25, 2017
Revised October 12, 2017
Revised October 11, 2018
Revised May 23, 2019
Revised October 16, 2019
Revised October 7, 2020
Revised October 14, 2021

El Dorado County Office of Education

Ed Manansala, Ed.D., County Superintendent of Schools
Ginese Quann, Executive Director - Charter SELPA

El Dorado County Charter Special Education Local Plan (SELPA) Policies

1. Comprehensive Plan for Special Education	CEOP	AR
2. Identification and Evaluation of Individuals for Special Education	CEOP	AR
3. Individualized Education Program	CEOP	AR
4. Procedural Safeguards and Complaints for Special Education	CEOP	AR
5. Confidentiality of Student Records	CEOP	AR
6. Part C – Transition	CEOP	
7. Students with Disabilities Enrolled by their Parents in Private Schools	CEOP	
8. Compliance Assurances	CEOP	
9. Governance	CEOP	AR
10. Personnel Qualifications	CEOP	AR
11. Performance Goals and Indicators	CEOP	
12. Participation in Assessments	CEOP	AR
13. Supplementation of State and Federal Funds	CEOP	
14. Maintenance of Effort	CEOP	AR
15. Public Participation	CEOP	
16. Suspension/Expulsion	CEOP	AR
17. Access to Instructional Materials	CEOP	
18. Overidentification and Disproportionality	CEOP	
19. Prohibition of Mandatory Medicine	CEOP	
20. Data	CEOP	
21. Literacy	CEOP	
22. Admission of LEAs to the Charter SELPA	CEOP	AR
23. Behavioral Interventions for Special Education Students	CEOP	AR
24. Nonpublic, Nonsectarian School and Agency Services for Spec. Ed.	CEOP	AR
25. Conflict of Interest	CEOP	
26. Termination of Membership	CEOP	
27. Charter School Closure and At Risk of Closure	CEOP	
28. Charter SELPA Oversight Policy	CEOP	
29. Interagency	CEOP	AR

Note:

In the policies below, Charter SELPA refers to the El Dorado Charter SELPA

Comprehensive Local Plan for Special Education

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

Legal Reference:

EDUCATION CODE

56000-56001 Education for individuals with exceptional needs

56020-56035 Definitions

56040-56046 General provisions

56048-56050 Surrogate parents

56055 Foster parents

56060-56063 Substitute teachers

56170-56177 Children enrolled in private schools

56190-56194 Community advisory committees

56195-56195.10 Local plans

56205-56208 Local plan requirements

56213 Special education local plan areas with small or sparse populations

56240-56245 Staff development

56300-56385 Identification and referral, assessment, instructional planning, implementation, and review 56440-56449

Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.05 Administration of local plan

GOVERNMENT CODE

95000-95029 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3000-3089 Regulations governing special education UNITED STATES CODE, TITLE 20

1400-1485 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.500-300.514 Due process procedures for parents and children

303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources: WEB SITES

CDE, Special Education Division: <http://www.cde.ca.gov/spbranch/sed> U.S. Department of Education, Office of Special

Education Programs: <http://www.ed.gov/offices/OSERS/OSEP>

Comprehensive Local Plan for Special Education

Definitions

Free appropriate public education (FAPE) means special education and related services that are available to an eligible child at no charge to the parent or guardian, meet educational standards, and conform to the child's IEP. (20 U.S.C § 1401(9); 34 C.F.R. § 300.17.) The right to FAPE extends to students who are suspended or expelled or placed by the charter LEA in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, shall be educated (including nonacademic and extracurricular activities and services) with students who are not disabled., (20 U.S.C. § 1412(a)(5), 34 CFR 300.107, 300.114, 300.117; Ed. Code § 56342, subd. (b).) Special classes, separate schooling, or other removal of students with disabilities from the general educational environment, shall occur only when the nature or severity of the disability is such that education in the general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special education means instruction which is specially designed to meet the unique needs of students with disabilities whose educational needs cannot be met through modification of the regular instruction program and is provided at no cost to the parents. It also includes those related services that may be needed to assist students to benefit from specially designed instruction. Special education includes but is not limited to: regular education; resource specialist programs; designated instruction and services; special classes; nonpublic, nonsectarian schools; state special schools; specially designed instruction in settings other than classrooms; itinerant instruction in settings other than classrooms; and instruction using telecommunication, instruction in the home or instruction in hospitals or institutions. (Ed. Code, § 56361.)

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031)

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards
2. Travel training
3. Career technical education

4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3))

Surrogate parent means an individual assigned to act as a surrogate for the parents/guardians when a parent cannot be identified or located with reasonable efforts. The surrogate parent may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual. (34 CFR 300.519; Education Code 56050)

Note: Pursuant to Government Code 7579.5, when a student is a ward of the court, the charter LEA should appoint a surrogate parent only when the court has limited the rights of the parent/guardian to make educational decisions for his/her child and the student has no responsible adult, such as a foster parent, to represent him/her. Since Welfare and Institutions Code 361 and 726 require the juvenile court to appoint a responsible adult when the court limits parental rights, rarely will it be necessary for the Charter LEA to appoint a surrogate because that appointment would be superseded by the court's appointment of a responsible adult or foster parent.

Elements of the Local Plan

Note: Education Code 56205 details the elements that must be included in the local plan developed by the special education local plan area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the IDEA (20 USC 1400-1482), and the Americans with Disabilities Act (42 USC 12101-12213).

The special education local plan (SELPA) shall include, but not be limited to, the following:

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201.
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA. The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public.
3. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met.

4. A description of a dispute resolution process
5. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205.
6. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303.

(Ed. Code § 56025 (a).)

7. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Ed. Code § 56206)

8. Funds for regionalized operations and services and the direct instructional support of program specialists shall be apportioned to the special education local plan areas. As a condition of receiving these funds, the special education local plan area shall ensure coordination of services to medical facilities pursuant to Education Code 56836.23. The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Ed. Code § 56205)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code § 56195.1 and 56195.7. (Ed. Code § 56195.8)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code §§ 56195.1 and 56195.7. (Ed. Code § 56195.8)

Identification and Evaluation of Individuals for Special Education

Note: Identification, evaluation, assessment, and instructional planning procedures for children younger than age three must conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). The California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment; the Department of Developmental Services and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages three to five.

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades k-12). If at any time the authorization changes, the Charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "child find" identification system shall identify highly mobile children with disabilities, such as migrant and homeless children. (20 USC § 1412(a)(3).)

Note: Services for a private school student, in accordance with an individualized education program (IEP), must be provided by the Charter LEA at no cost to the parent/guardian, unless the Charter LEA makes a free appropriate public education available to the student and the parent/guardian chooses to enroll the student in that private school. If the public school is providing services to the student, these services may be provided on the premises of the private school, including a parochial school, to the extent consistent with other provisions of law. 34 CFR 300.451 requires the Charter LEA to consult with appropriate representatives for private school students on how to carry out the "child find" requirement.

The Charter Chief Executive Officer or designee shall follow SELPA procedures providing that parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Ed. Code § 56302)

When assessing students, staff shall use appropriate tests to identify specific information about the individual student's abilities. (Ed. Code § 56320.

The Charter Chief Executive Officer or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the SELPA's procedures for initiating a referral for an initial assessment to identify individuals who need special education services. (Ed. Code § 56301)

Legal Reference:

EDUCATION CODE

44265.5 Professional preparation for teachers of impaired students

56000-56885 Special education programs, especially:

56026 Individuals with disabilities

56170-56177 Children in private schools

56195.8 Adoption of policies

56300-56304 Identification of individuals with disabilities

56320-56331 Assessment

56340-56347 Instructional planning and individualized education program

56381 Reassessment of students

56425-56432 Early education for individuals with disabilities

56441.11 Eligibility criteria, children 3 to 5 years old

56445 Transition to grade school; reassessment

56500-56509 Procedural safeguards

GOVERNMENT CODE

95000-95029.5 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.756 Assistance to states for the education of students with disabilities

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

Identification and Evaluation of Individuals for Special Education

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).)

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.)

Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral.

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of assessment to be conducted
4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505)

However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344)

If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process

procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not be considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs are not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).)

Informed parental consent means that the parent/guardian:

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication
2. Understands and agrees, in writing, to the assessment
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time

(34 CFR § 300.500)

If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC § 1414(a)(1))

The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists

1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(Education Code 56301; 20 USC 1414(a)(1))

As part of the assessment plan, the parent/guardian shall receive written notice that:

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian.

2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502.

If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense.

If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student.

(Education Code 56329; 34 CFR 300.502)

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days

between the student's regular school sessions/terms, or days of school vacation in excess of five school days, (Ed Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).)

A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

Individualized Education Program

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.

The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.

Legal Reference:

EDUCATION CODE

51225.3 Requirements for high school graduation and diploma
 56055 Rights of foster parents pertaining to foster child's education
 56136 Guidelines for low incidence disabilities areas
 56195.8 Adoption of policies
 56321 Development or revision of IEP
 56321.5 Notice to include right to electronically record
 56340.1-56347 Instructional planning and individualized education program
 56350-56352 IEP for visually impaired students
 56380 IEP reviews; notice of right to request
 56390-56392 Certificate of completion, special education
 56500-56509 Procedural safeguards
 60640-60649 Standardized Testing and Reporting Program
 60850 High school exit examination, students with disabilities
 60852.3 High school exit examination, exemption for the class of 2006

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction
 601 Minors habitually disobedient
 602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 Standardized Testing and Reporting Program, accommodations
 1215.5-1218 High School Exit Examination, accommodations for students with disabilities
 3021-3029 Identification, referral and assessment
 3040-3043 Instructional planning and the individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974
 1400-1482 Individuals with Disabilities Education Act
 CODE OF FEDERAL REGULATIONS, TITLE 34
 300.1-300.756 Individuals with Disabilities Education Act

ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 157 (2002)

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/osep>

Individualized Education Program

Members of the Individualized Education Program (IEP) Team

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
2. If the student is or may be participating in the regular education program, at least one regular education teacher

If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.
3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
4. A representative of the Charter LEA who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
 - b. Knowledgeable about the general education curriculum.
 - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
 - d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item #6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.

6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

(The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341))

7. Whenever appropriate, the student with a disability
8. For transition service participants:
 - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals
If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
10. For students who have been placed in a group home by the juvenile court, a representative of the group home
11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA shall request the participation of the county mental health program in the IEP team meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

Excusal of Team Member

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34

CFR § 300.321; Ed. Code 56341)

Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section 1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
 - b. Indicate that the Charter LEA will invite the student to the IEP team meeting
 - c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code § 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights
(Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322)

Contents of the IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, at minimum, all of the following:

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities
 - c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.

2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:
 - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from the his/her disability

3. A description of the manner in which the progress of the student toward meeting the annual goals described in item #2 above will be measured and when the Charter LEA will provide periodic reports on the progress the student is making toward meeting the annual goals, e.g. through the use of quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the specific special educational instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students when receiving special education instruction and services.

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in item #4 above

Note: 34 CFR 300.320, as amended by 71 Fed. Reg. 156, and Ed. Code 56345 require a description of the individual accommodations that will be used by the student and, if the student will not participate in the regular assessment, a statement as to the reason that determination was made and what alternate assessment will be provided.

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and Charter LEA-wide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or Charter LEA-wide assessment, a statement of all of the following:

- a. The reason that the student cannot participate in the regular assessment
- b. The reason that the particular alternate assessment selected is appropriate for the student

Note: students with disabilities must be allowed to participate in any state and LEA assessments, with appropriate accommodations. (20 USC § 1412 (a).)

- 7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
- 8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
- 9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18

20 USC 1414(d)(1)(A); 34 CFR 300.320; Education Code 56043, 56345, 56345.1)

Where appropriate, the IEP shall also include:

- 1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the Charter LEA's prescribed course of study and to meet or exceed proficiency standards required for graduation
- 2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English
- 3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE
- 4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week; and

- b. Support the transition of the student from the special education program into the regular education program
5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the state guidelines (Ed. Code 56136)

(Education Code 56345)

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following:

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or the most recent assessment of the student
4. The academic, developmental, and functional needs of the student

(20 USC § 1414(d)(3)(A); 34 CFR § 300.324; Ed Code §§ 56341.1, 56345)

Special Factors

The individualized education program team shall consider the following special factors:

1. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
2. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
3. In the case of a student who is blind or visually impaired provide for instruction in Braille and instruction in the use of Braille, unless the individualized education program team determines, after an assessment of the pupil's reading and writing skills, needs and appropriate reading and writing media, including an assessment of the pupil's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the pupil;
4. Consider the communication needs of the student, and in the case of a student who is deaf or hard hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
5. Consider whether the pupil requires assistive technology devices and services (20 USC § 1401

(1) (Ed. Code § 56341.1)

If, in considering the special factors in items 1 through 5 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student's IEP. (Ed. Code § 56341.1)

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following:

- a. The student's primary language mode and language, which may include the use of spoken language, with or without visual cues, and/or the use of sign language
- b. The availability of a sufficient number of age, cognitive, and language peers of similar abilities which may be met by consolidating services into a local plan area-wide program or providing placement pursuant to Education Code, section 56361
- c. Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language consistent with existing law regarding teacher training requirements
- d. Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794 et seq.) and the federal Americans with Disabilities Act (42 U.S.C. Sec. 12101 et seq.).
- e. Each public agency shall ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. (34 CFR § 300.113.)

(Ed. Code § 56345)

The Charter CEO or designee shall ensure that the IEP team:

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding

review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)

- d. The student's anticipated needs
 - e. Any other relevant matters
3. When reviewing the IEP, the IEP team will consider the special factors listed in items above. The IEP team shall also convene:
- a. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment
 - b. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

(Education Code 56343)

(20 USC 1414(d)(4); 34 CFR 300.324; Ed. Code §§ 56043, 56341.1, 56380)

If a participating agency other than the Charter LEA fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of:

- 1. Appropriate positive behavioral interventions and supports and other strategies for the student.
- 2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with the federal regulations.

(20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341; 34 CFR § 300.320.)

Whenever possible, the Charter LEA shall attempt to consolidate any reassessment meetings and other IEP team meetings. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

Amended IEPs

- 1. When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Charter LEA may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP.

2. The IEP team shall be informed of any such changes. Upon request, the Charter LEA shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

When the Charter LEA has placed a foster student in a nonpublic, nonsectarian school, the Charter LEA must conduct an annual evaluation, as specified below. In addition, the nonpublic, nonsectarian school to report to the Charter LEA regarding the educational progress made by the student. (Ed. Code § 56157.)

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the Charter LEA in a nonpublic, nonsectarian school, the Charter LEA shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

Six Month Review of Residential Placements

When an IEP team places a student in a residential placement, the IEP must be reviewed at least every six months.

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following:

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

(Cal. Gov. Code § 7572.5(c)(2).)

Timelines for the IEP and for the Provision of Services

At the beginning of each school year, the Charter LEA shall have an IEP in effect for each student with a disability within Charter LEA jurisdiction. (34 CFR 300.323; Education Code 56344)

The Charter LEA shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The Charter LEA shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (34 CFR 300.323; Education Code 56344)

An IEP required as a result of an assessment of the student shall be developed within 60 days (not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment,

unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that student's school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the Charter LEA shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

The Charter LEA's policy must set forth procedures and timelines for the review of a classroom assignment of an individual with exceptional needs when so requested by that student's regular or special education teacher. (Ed. Code § 56195.8) A mandatory IEP team meeting shall be held if, as a result of the review, there is a proposed change in the pupil's placement, instruction, related services, or any combination thereof. The Education Code does not specify any timeline for this review. The Charter LEA shall develop procedures and timelines for such reviews, including procedures which will designate which personnel are responsible for the reviews.

The Charter LEA shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Charter LEA shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Informed Parent Consent

Before providing special education and related services, the Charter LEA shall seek to obtain informed parent consent pursuant to 20 USC 1414(a)(1). If the parent/guardian refuses to consent to the initiation of services, the Charter LEA shall not provide the services or utilize the due process hearing procedures pursuant to 20 USC 1415(f). If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the parent/guardian refuses all services in the IEP after having consented to those services in the past, the Charter LEA shall file a request for a due process hearing. If the Charter LEA determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in his/her current placement unless the parent/guardian and the Charter LEA agree otherwise. (Education Code 56346)

Transfer Students

To facilitate a student's transfer to another, this Charter LEA shall take reasonable steps to promptly obtain the records of a student with disabilities transferring into this Charter LEA, including his/her IEP and the supporting documents related to the provision of special education services. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from a Charter LEA within the SELPA, this Charter LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the student's parent/guardian and Charter LEA agree to develop, adopt, and implement a new IEP consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from a California LEA outside of this Charter LEA's SELPA, this Charter LEA shall provide the student with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, this Charter LEA shall, in consultation with the parents/guardians, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from an out-of-state LEA, this Charter LEA shall provide the student with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent/guardian, until such time as this Charter LEA conducts an assessment, if this Charter LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

Procedural Safeguards

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

The Charter CEO or designee shall represent the LEA in any due process hearing conducted with regard to that LEA's students and shall inform their governing board about the results of the hearing.

Complaints for Special Education

A due process complaint is regarding the provision of FAPE and may only be filed by a parent, student, or LEA. The due process complaint is different from those complaints alleging a violation of state or federal law and that can be filed by anyone. Due process complaint procedures are described in detail in the accompanying administrative regulation.

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the member LEA's uniform complaint procedures.

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education

4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.500-300.520 Procedural safeguards and due process for parents and students

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

Procedural Safeguards and Complaints for Special Education

Under California law, due process hearings pursuant to the IDEA (20 USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law.

Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.)

Informal ADR Process/Pre-Hearing Mediation Conference

Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502)

In addition, either party may file a request with the Superintendent of Public Instruction for a Pre-Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3)

Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501)

If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing.

Due Process Complaint Notice and Hearing Procedures

Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances.

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student
3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or

4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility.

(20 USC § 1415(b); Education Code 56501)

Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying:

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student
3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

(20 USC § 1415(b); 34 CFR § 300.508 (b).)

Resolution Session

When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510)

The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51)

A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint.

Response to the Due Process Hearing Request

If the Charter LEA has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying:

1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint
2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the Charter LEA's proposal or refusal

(20 USC 1415(c)(1))

If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1))

Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502)

Prior Written Notice

The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before:

1. The Charter LEA initially refers the student for assessment
2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education
3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education
4. The student graduates from high school with a regular diploma

(Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503)

The prior written notice shall include:

1. A description of the action proposed or refused by the Charter LEA
2. An explanation as to why the Charter LEA proposes or refuses to take the action
3. A description of any other options that the IEP team considered and why those options

were rejected

4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action
5. A description of any other factors relevant to the Charter LEA's proposal or refusal
6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained
7. Any resources for parents/guardians to obtain assistance in understanding these provisions

(20 USC § 1415(c); 34 CFR § 300.503)

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that:

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication
2. The parent/guardian understands the contents of the notice
3. There is written evidence that items #1 and #2 have been satisfied

(34 CFR § 300.503)

Notice of Procedural Safeguards

A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon:

1. Initial referral for evaluation
2. Each notification of an IEP meeting
3. Reevaluation of the student
4. Registration of a complaint
5. Filing for a pre-hearing mediation conference or a due process hearing

(Ed. Code § 56301; 20 USC 1415(d)(1))

The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy

of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5)

In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

Confidentiality of Student Records

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

Legal Reference:

EDUCATION CODE

- 48201 Student records for transfer students who have been suspended/expelled
- 48904-48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school Charter LEAs; notice to rescind decision to withhold
- 48918 Rules governing expulsion procedures
- 49060-49079 Pupil records
- 49091.14 Parental review of curriculum

CODE OF CIVIL PROCEDURE

- 1985.3 Subpoena duces tecum

FAMILY CODE

- 3025 Access to records by non-custodial parents

GOVERNMENT CODE

- 6252-6260 Inspection of public records

HEALTH AND SAFETY CODE

- 120440 Immunizations; disclosure of information

WELFARE AND INSTITUTIONS CODE

- 681 Truancy petitions
- 16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

- 430-438 Individual pupil records
- 16020-16027 Destruction of records

UNITED STATES CODE, TITLE 20

- 1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

- 99.1-99.67 Family Educational Rights and Privacy
- 300.500 Definition of "personally identifiable"
- 300.501 Opportunity to examine records for parents of student with disability
- 300.573 Destruction of information

COURT DECISIONS

- Falvo v. Owasso Independent School District, 220 F.3d. 1200 (10th Cir. 2000)

Management Resources:

WEB SITES

- U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpco/>

Confidentiality of Student Records

Charter LEAs shall establish, maintain and destroy pupil records according to regulations adopted by the State Board of Education. The following guidelines apply to confidential special education records.

Access:

Special education records are subject to the same privacy and access right as other Mandatory Interim pupil records. In addition, parents have the right to examine all school relating to the identification, assessment, and educational placement of the child. Even though records may be stamped “confidential” or contain sensitive information, the parent or eligible student has full rights of access. Parents have the right to receive copies within five (5) business days of making the request, either orally or in writing. A public educational agency may charge no more than the actual cost of reproducing the records, but if this cost prevents the parent from exercising their right to receive the copies, the copies shall be reproduced at no cost to the parents. (Ed. Code §§ 49060 et seq.; 5 CCR §§ 430 et seq.)

The LEA will not permit access to any child’s records without written parental permission except as follows:

- a. Charter LEA officials and employees who have a legitimate educational interest including a school system where the child intends to enroll
- b. Certain state and federal officials for audit purposes
- c. Certain law enforcement agencies for purposes listed in Education Code and Federal Law
- d. A pupil 16 years of age or older, having completed the 10th grade who requests access
- e. Students who are married even if younger than 18 years of age
- f. Charter SELPA Employees

(Ed. Code § 49076.)

The LEA may release information from the student’s records for the following:

- a. In cases of emergency when the knowledge of such information is necessary to protect the health or safety of the child and/or others
- b. To determine the child’s eligibility for financial aid
- c. To accrediting organizations to the extent necessary to their function
- d. In cooperation with organizations conducting studies and research that does not permit the personal identification of children or their parents by persons not connected with the research and provided that their personally identifiable information is destroyed when no longer needed
- e. To officials and employees of private schools or school systems in which the child is enrolled or intends to enroll.

(Ed. Code § 49076.)

Test Protocols are considered to be a part of a pupil’s confidential file. Protocols must be maintained in a pupil’s confidential file and copies provided to the parent upon request.

Confidentiality of Records:

All procedural safeguards of the Individuals with Disabilities in Education Act shall be established and maintained. A custodian of records must be appointed by each LEA to ensure the confidentiality of any personally identifiable student information. This is usually the case manager, but may be another person who has been trained in confidentiality procedures.

The custodian of records is responsible for ensuring that files are not easily accessible to the public. Records of access are maintained for individual files, which include the name of party, date, and purpose of access.

(Ed. Code §§ 49060 et seq.; 5 CCR §§ 430 et seq.)

Transfer of Records:

When a student moves from one school to another, records should be transferred in accordance with state and federal law. Federal law requires the LEA from which the student moves to notify the parent of the transfer of records along with the parent's right to review, challenge and/or receive a copy of the transferred record. California law specifies that the LEA which receives the student shall be responsible for the notification. Procedurally, both requirements can be met if the Charter LEA provides an annual notification to the parents of every student which specifies that records will be transferred and outlines the other rights cited above. This notice should be provided to all parents each fall and to the parents of every new student upon enrollment. (Ed. Code § 49068; 5 CCR §§ 438.)

CALIFORNIA SCHOOLS ARE NOT REQUIRED TO OBTAIN PARENT PERMISSION TO FORWARD RECORDS - IN FACT, THEY ARE REQUIRED TO FORWARD RECORDS TO ANY CALIFORNIA SCHOOL OF NEW OR INTENDED ENROLLMENT "WITHIN FIVE (5) DAYS. * Records cannot be withheld for nonpayment of fees or fines. (Ed. Code §49068)

Mandatory Permanent Pupil records must be forwarded to all schools. (The original, or a copy, also must be retained by the sending LEA.) Mandatory Interim Pupil records must be forwarded to California public schools and may be forwarded to any other schools. Permitted pupil records may be forwarded at the discretion of the custodian of the records. Private schools in California are required to forward Mandatory Permanent Pupil Records. (Ed. Code § 49068; 5 CCR §§ 438.)

If an agency or person provides a written report to the Charter LEA, it becomes a part of the pupil's record and, as such, is available to the parent even though it may be marked "confidential." (Technically, it becomes a part of the record only when it is filed or maintained. The custodian of the records should give serious consideration to the educational value of sensitive information before routinely including it as a pupil record. As alternatives, the report may be summarized in a more useful form, it may be returned for revision, or it may be rejected and destroyed before it becomes a record.)

Correction or Removal of Information (Ed. Code § 49070):

Parents have the right, on request, to receive a list of the types and locations of education records collected, maintained and used by the educational agency. Parents may challenge the content of the student's record if they believe the information in education records collected, maintained or used is

inaccurate, misleading, or in violation of the privacy or other rights of the child. This right to challenge becomes the sole right of the student when the student turns 18 or attends a post-secondary institution. The request to remove or amend the content of the student record must be made in writing.

Within 30 days of receiving the request, the Charter CEO or designee shall meet with the parent/student and with the employee (if still employed) who recorded the information in question. The Charter CEO shall then decide whether to sustain the allegations and amend the records as requested or deny the allegations. If the allegations are sustained, the Charter CEO shall order the correction or removal and destruction of the information.

When a student grade is involved, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons why the grade was given before the grade is changed either by the Charter CEO or at the decision of the LEA board. Insofar as practical, the teacher shall be included in all discussions relating to the changing of the grade.

If the Charter CEO disagrees with the request to amend the records, the parent/student may write within 30 days to appeal this decision to the LEA board. Within 30 days of receiving the written appeal, the LEA board shall meet in closed session with the parent and the employee (if still employed) who recorded the information in question. The Charter LEA Governing Board shall then decide whether or not to sustain or deny the allegations. If the Charter LEA Governing Board sustains any or all of the allegations, it shall order the Charter CEO to immediately correct or remove and destroy the information in question. The decision of the Charter LEA Governing Board is final. The records of the Charter LEA Governing Board proceedings shall be maintained in a confidential manner for one year, after which they will be destroyed, unless the parent initiates legal proceedings within the prescribed period relative to the disputed information.

If the final decision of the Charter LEA Governing Board is unfavorable to the parent or if the parent accepts an unfavorable decision by the Charter LEA, the parent shall have the right to submit a written statement commenting on the record or explaining any reasons the parent disagrees with the decision of the Charter CEO or the Charter LEA Governing Board. This explanation shall be included in the records of the child for as long as the record or contested portion is maintained by local educational agency. If the records of the child, or contested portion, is given by the agency to any party, the explanation must also be given to the party.

At the beginning of each school year, parents shall be notified of the availability of the above procedures for challenging student records.

In order to avoid potential challenges, it is recommended that Charter LEA staff receive training which alerts them to the requirements of privacy and access laws. To the degree that a statement describes a student's behavior, the statement can withstand challenges. Ambiguous terms should be avoided, and staff members should restrict their comments to areas of training. In addition, only those observations which have educational relevancy should be recorded. Statements describing unrelated family incidents or unsubstantiated claims are inappropriate for a student's record.

Record Classification and Destruction:

All school public records are classified as continuing records until such time as their usefulness ceases.

While they are continuing records, their destruction is governed by a rather complicated set of guidelines. Certain items are specifically excluded from destruction restrictions. Copies of originals, pupil passes, tardy slips, admit slips, notes from home, including verification of illness and individual memorandum between employees of the Charter LEA are not records and may be destroyed at any time. (5 CCR § 16022.)

Pupil records are defined within the three categories: mandatory permanent, mandatory interim, and permitted. (See below for a full explanation of each category.)

Mandatory Permanent pupil records became Class 1 permanent records when their usefulness ceases, and thus are never destroyed. *Caveat:* These records or a copy, are retained for every pupil who was ever enrolled in the Charter LEA. A copy of the mandatory permanent records is forwarded for students who transfer.

Mandatory Interim pupil records can be classified as Class 1 permanent or Class III disposable when their usefulness ceases. The Charter LEA is responsible for the classification subject to Charter LEA governing board approval. If mandatory interim records are classified as disposable, they are to be destroyed in accordance with CCR Title 5, §16027. This requires that they be retained for three years beyond the date of origination.

The third category of pupil records – Permitted - may be destroyed whenever their usefulness ceases without the waiting period. However, if a student transfers, graduates or otherwise terminates attendance, such records shall be held six months and then destroyed.

As Mandatory Permanent pupil records, special education records may be classified as Class III, disposable, when they are deemed as no longer useful. This could occur only after transfer or withdrawal from a special education program. Even after classified as disposable, Mandatory Interim records must be retained for at least three years beyond the date of the record's creation.

An important exception applies to those records which were used in assessment for a special education candidate who does not become a special education student. In such cases the records are permitted pupil records and can be classified as Class III, disposable, and destroyed whenever their usefulness ceases.

(5 CCR §§ 432, 437.)

Part C - Transition

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

Authority:
(CFR Title 34 §300.209(b))

Students with Disabilities Enrolled by their Parents in Private School

It shall be the policy of this Charter LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with federal law, local procedures adopted by the student's district of residence, and the corresponding SELPA.

Legal Reference:

UNITED STATES CODE, TITLE 20
Section 1412(a)(10)(A)

Compliance Documents

The governing board of each member LEA shall adopt the local plan as the basis for the operation and administration of special education programs for that LEA. Each member LEA of the SELPA will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 et seq.) and the provisions of Part 30 the California Education Code (Ed. Code §§56000 et seq.)

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

Legal Reference:
EDUCATION CODE
56205(A)(11)
56195.7

UNITED STATES CODE, TITLE 20 1412

Governance

Each LEA Charter SELPA member shall comply with the provisions of the governance structure and provide any necessary administrative support to implement the Local Plan.

Legal Reference:

EDUCATION CODE

56205(a)(12)

56001

56190-4

56195.1(b)(c)

56195.3

56205(b)(4)

56205(b)(5)

47640-47647

56195.7

56030

56200

56200(c)(2)

56140

56195

56140(b)(2)

UNITED STATES CODE, TITLE 20

1412(a)

1413(a)(1)

1413(a)(5)

Governance*Administrative Unit*

The El Dorado County Office of Education is the Administrative Unit (AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of state and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

California Education Code Section 56200(c)(2) requires that the Local Plan, “specify the responsibilities of each participating county office and district governing board in the policy- making process, the responsibilities of the superintendent of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the El Dorado Charter SELPA has developed the following governance structure and policy development and approval process.

Responsibilities of each Governing Board in the policy-making process and procedures for carrying out the responsibility

As identified in CEO Policy 1, the Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter Selection Committee. Prior to the Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting. Material revisions to the Local Plan, other than membership, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted in each charter school at least 15 days prior to the hearing, as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

As described within these documents, the charter LEA member boards delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the Charter SELPA as outlined below.

Charter CEO Council

The Charter CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization Partners, that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes

Approved CEO Council 3-31-2008

Approved Revision 05-22-2014

Approved Revision 5-26-2016

Approved Revision 5-23-2019

Approved CEO Council 10-7-2020

equal to the number of charter LEAs represented.

Charter CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designees to direct and supervise the implementation of the Local Plan. A minimum of two meetings per year will be held; September/October (Fall) and May (Spring).

The Charter CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Responsibilities of the Charter SELPA Executive Committee

The Executive Committee shall serve as an informal advisory body to the Charter SELPA AU. The Executive Committee shall be comprised of all Charter SELPA CEO Council members who have an interest in participating as a Committee member. Committee participation shall be at the discretion of individual members who shall be free to attend, or not attend, meetings as they choose. However, at no time shall an Executive Committee meeting be conducted with a majority of SELPA members.

Committee meetings shall occur from time to time on an informal basis as the Committee may determine. The Committee shall have no continuing subject matter jurisdiction. However, it is contemplated that the Committee shall, from time to time, consider and advise the Charter SELPA AU on administrative matters including, but not limited to, program operations, future strategic planning, procedural matters, and fiscal considerations.

An invitation to participate in the Executive Committee shall be issued annually at the first CEO Council meeting for the fiscal year. The El Dorado County Superintendent/designee shall serve as an ex officio member of the Executive Committee.

Summaries of the Executive Committee meetings shall be transmitted to the full membership of the Charter CEO Council.

Charter SELPA Membership Appeals Committee

The Charter SELPA Membership Appeals Committee meets on an "as needed basis" to hear selection committee appeals and membership termination appeals. The El Dorado County Superintendent/designee shall serve as an ex officio member of the Charter SELPA Membership Appeals Committee. An invitation to participate in the Membership Appeals Committee shall be issued annually prior to the first selection committee meeting per the application timeline.

Charter SELPA Membership Appeals committee meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963) which requires that SELPA Membership Appeals committee members conduct business at properly noticed and agendized public meetings.

Approved CEO Council 3-31-2008

Approved Revision 05-22-2014

Approved Revision 5-26-2016

Approved Revision 5-23-2019

Approved CEO Council 10-7-2020

Charter SELPA Professional Learning Network

The SELPA conducts regular Professional Learning Network meetings (September-May) in person and online (webinar) to share information, identify training and support needs, and assist in networking and resource sharing with partners within the SELPA. Program representatives are designated by the CEO for each LEA partner.

Charter SELPA Special Education Fiscal Committee

The Fiscal Committee meets twice per year. The designated fiscal representative from each charter LEA member is invited to attend. Charter CEOs and Special Education Administrative contacts are invited to attend as well. Meetings take place through webinars/ teleconference. The meeting serves as a communication tool to inform fiscal contacts of actions taken by CEO Council that may have budgeting and financial reporting considerations.

Charter SELPA Selection Committee

As outlined in Policy 22, the Charter SELPA Selection Committee is comprised of:

- The El Dorado County Superintendent of Schools/Designee
- One Charter CEO, member of the CEO Executive Committee
- One Charter CEO selected by the El Dorado County Superintendent of Schools/Designee

The Charter SELPA Selection Committee will meet, review all documents and approve or reject members. Because of a high volume of applications to the Charter SELPA, the Selection Committee may include more than one member of the CEO Executive Committee or CEO Council and more than one Charter CEO selected by the EDCOE County Superintendent/Designee in order to efficiently review the number of applications submitted. Meetings may take place through teleconference. For the purposes of this section, “teleconference” means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

The Charter SELPA Selection Committee will inform the CEO Council members of their decision. The Charter SELPA AU shall inform the charter school of the decision.

Special Education Community Advisory Committee (CAC)

Each charter school may select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected representatives may be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. This group will advise the Charter SELPA AU on the implementation of the El Dorado Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. § 56190-56194.

Because of the geographic diversity anticipated within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, “teleconference” means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

Approved CEO Council 3-31-2008

Approved Revision 05-22-2014

Approved Revision 5-26-2016

Approved Revision 5-23-2019

Approved CEO Council 10-7-2020

Personnel Qualifications

Each member LEA within the El Dorado County Charter SELPA will ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

Each member LEA will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel. This shall include recruitment, hiring, training and efforts to retain highly qualified personnel to provide special education and related services under this part to children with disabilities.

Legal Reference:
EDUCATION CODE
56205(a)(13)
56058
56070
56368

State Board Policy 6/11/98

UNITED STATES CODE, TITLE 20
1412(a)(14-15)
1413(a)(3)

Personnel Qualifications*Special Education Staff*

Teachers assigned to serve students with disabilities shall possess the credential that authorizes them to teach the primary disability of the students within the program placement in the student's individualized education program (IEP). (5 CCR §§ 80046.5 through 80048.6) The Charter CEO or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, or set by the Charter LEA. (See Ed. Code § 56362 [Resource Specialists], and 56363.3 & 56441.7 [language, speech, and hearing specialists].)

Resource Specialists

Any Charter LEA providing special education must adopt policies regarding resource specialists. (Ed. Code § 56195.8) In accordance with this requirement.

Each Charter LEA's Governing Board shall employ certificated resource specialists to provide services including, but not be limited to the following:

1. Instruction and services for students whose needs have been identified in an individualized education program (IEP) and who are assigned to regular classroom teachers for a majority of the school day
2. Information and assistance to students with disabilities and their parents/guardians
3. Consultation with and provision of resource information and material regarding students with disabilities to their parents/guardians and other staff members
4. Coordination of special education services with the regular school programs for each student enrolled in the resource specialist program
5. Monitoring of student progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team
6. Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

(Ed. Code § 56362):

The resource specialist program shall be directed by a resource specialist who is a credentialed special education teacher or who has a clinical services credential with a special class authorization, and who has three or more years of teaching experience, including both regular and special education teaching experience. (Ed. Code § 56362)

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Charter LEA Governing Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Ed. Code § 56362; 5 CCR § 3100) Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Ed. Code § 56362)

Related Services Personnel and Paraprofessionals:

Related services personnel and paraprofessionals must have qualifications established by the Charter LEA that are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.

The Charter LEA must ensure that related services personnel who deliver services in their discipline or profession meet the requirements to be licensed within their profession, having not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

The charter LEA must allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, to be used to assist in the provision of special education and related services under this part to children with disabilities.

Program Specialist

Pursuant to Education Code 56368 (a) A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

(b) A program specialist may do all the following:

- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school's staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

(c) For purposes of Section 41403, a program specialist shall be considered a pupil services employee, as defined in subdivision (c) of Section 41401.

Education Specialist

Pursuant to Education Code 44265 Credentials for teaching specialties, including, but not limited to, bilingual **education**, early childhood **education**, and special **education**, shall be based upon a baccalaureate degree from an accredited institution, completion of a program of professional preparation, and any other standards which the commission may establish.

In adopting the necessary rules and regulations establishing the requirements for the preparation of special **education** specialties, the commission shall ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with nonspecial **education** pupils to the extent deemed appropriate by the commission.

All administrative regulations governing special **education specialists** credentials that were in effect on December 31, 1989, shall continue to be operative until the commission amends or repeals those regulations to implement the provisions of this section.

Legal Reference:

EDUCATION CODE

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction

44265 Special education credential

56195.8 Adoption of policies

56361 Program options

56362 Resource specialist program, contents, direction; resource specialists, case-loads, assignments, instructional aide; pupil enrollment

56362.1 Caseload

56362.5 Resource specialist certificate of competence

56362.7 Bilingual-cross cultural certificate of assessment competence

56363.3 Average caseload limits

56368 Implementation

56441.7 Maximum caseload (programs for individuals with exceptional needs between the ages of three and five inclusive)

CODE OF REGULATIONS, TITLE 5

3051.1 Language, speech and hearing development and remediation; appropriate credential

3100 Waivers of maximum caseload for resource specialists

80046.5 Credential holders authorized to serve students with disabilities

80048-80048.6 Credential requirements and authorizations

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

200.61 Parent notification regarding teacher qualifications

300.18 Highly qualified special education teachers

300.156 Personnel Qualifications

Management Resources:

WEB SITES

California Association of Resource Specialists and Special Education Teachers: <http://www.carsplus.org>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Performance Goals and Indicators

It shall be the policy of this Charter Local Education Agency (LEA) to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

Legal References:

EDUCATION CODE

56205(a)

UNITED STATES CODE, TITLE 20

1412(a)(16)

Participation in Assessments

It shall be the policy of the Charter LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

The CEO or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) Program as required by law and in accordance with CEO policy and administrative regulation.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATE CODE, TITLE 20
1412(a)(17)

Participation in Assessments

The member LEAs within El Dorado Charter SELPA are committed to all students having access to state and/or LEA assessments. Through the IEP process each student's strengths and weaknesses will be evaluated as to the content of the LEA and/or statewide assessment to determine appropriate means of access to the assessment(s).

The Charter SELPA IEP forms include an assessment plan as well as statements related to LEA and statewide assessments.

Special education students shall be tested with the designated state achievement test and the standards-based test, unless their individualized education program specifically identifies that the student will be tested with the California Alternate Assessment (CAA). The IEP team will determine which assessment will be most appropriate for each student based on guidance provided by the California Department of Education.

A student shall be permitted to take exams or assessments with the accommodation(s) and/or modification(s) as identified in his/her IEP or 504 plan. These accommodations and/or modifications must be in compliance with the current "Testing Variations, Accommodations, and Modifications Matrix" provided by the California Department of Education.

School personnel have a responsibility to ensure special education students have appropriate accommodations and/or modifications to meet the individual needs of the students and allow access to all State and LEA assessments. Each member LEA will follow and implement the California State Board of Education policies and administrative regulations related to assessment, data collection and waivers.

Legal Reference:

EDUCATION CODE

56205(a), 56345, 60640, 5 CCR 853, 5 CCR 850

Supplementation of State, Local and Other Federal Funds

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA according to the El Dorado Charter SELPA adopted plan.

EDUCATION CODE:

56195

56195.7(i)

56205(a)(12)(D)(ii)(II)

56205(a)(16)

56841(a)(2)

Legal Reference:

20 USC §1413 (a)(2)(A)(ii)

34 CFR §300.202(a)

Federal Maintenance of Effort Requirement

The Charter SELPA shall meet federal MOE regulations that require the use of federal funds to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (34 CFR 300.202-300.205).

The SELPA Administrative Unit (AU), as the grantee of federal funds from the California Department of Education, shall distribute all or part of the federal funds received to participating eligible local education agencies (LEAs) within the SELPA through a sub-granting process and shall annually conduct and report to the CDE the required MOE information.

The LEAs will annually compile, and submit to the SELPA, budget and expenditure information that meets CDE MOE reporting requirements. The SELPA will then conduct the two required calculations determining MOE for the SELPA as a whole, and for each LEA. The SELPA-wide data is compiled and submitted in the format required by CDE.

Eligibility

The State has directed the SELPA, as the distributor of IDEA Part B funds to eligible LEAs, to be responsible for the determination of eligibility of an LEA to receive IDEA Part B funds. The SELPA shall monitor individual LEAs based on these standards. The goal is to assure that the practices of one LEA are not detrimental to other LEAs or the SELPA as a whole and that all available funds are expended within the SELPA to prevent return of funds to the State.

Two required MOE calculations are:

1. Grant year budget to preceding year actual expenditures.
2. Prior Year actuals to second preceding year actuals, pursuant to the subsequent year rule.

Subsequent Year Rule

When an LEA fails to meet a particular MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort based on the most recent fiscal year in which the MOE test was passed.

MOE standards and test procedures are provided by CDE based on federal requirements and are included as an AR to this policy.

LEA Election to not Participate in Federal Funding

The Charter SELPA Allocation Plan provides the formula for distribution of federal funds to member LEAs. Should an LEA voluntarily elect to not participate in federal funds, the funds shall be used as follows:

If the election to not participate occurs prior to December in the budget year, the funds will be distributed per the Allocation Plan to all other eligible members.

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If the election to not participate occurs after December in the budget year and funds have already been distributed to charter members, the SELPA is authorized to use the funds for eligible federal expenditures at the SELPA level.

Recapture of Federal Funds

Allocation to eligible LEAs is based on the SELPA's Allocation Plan, including the allocation of recaptured funds from one LEA to other eligible LEAs.

The SELPA shall recapture funding from an LEA under specific circumstances when the SELPA has determined that LEA is not eligible to receive IDEA Part B funds. Recapture of funding from LEAs found not eligible shall be limited to the portion of IDEA Part B funds allocated to the LEA and not to exceed the amount of disparity in meeting the requirements of the maintenance of effort.

Any amount billed to an LEA must be paid to CDE by the LEA from its state and local funding in the budget year. The Charter SELPA may withhold charter LEA special education apportionments in order to make repayment directly to CDE.

SELPA AU Not Subject to MOE Requirements

For the purposes of MOE, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all, or part, of those funds as sub-grants to participating LEAs. In its capacity as the SELPA AU, El Dorado County Office of Education is not a sub-grant recipient and, therefore, is not required to meet MOE requirements.

Legal References:
20 USC § 1413 (a)(2)
34 CFR 300.200-300.205
EDUCATION CODE:
56205(a)(17)
56841

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Pending CEO Council Approval 5/23/19
Approved CEO Council

5-28-2008

Maintenance of Effort (MOE)*Introduction*

The El Dorado Charter SELPA shall meet the federal maintenance of effort (MOE) regulations requiring that federal funds provided under Part B of the IDEA not be used to reduce the level of expenditures for the education of children with disabilities made from local funds below the level of those expenditures for the preceding fiscal year except as provided in federal law and regulations. This test must be met on either an aggregate or a per capita basis. (ref: Title 34 Code of Federal Regulations C.F.R. Sections 300.203-300.205).

Determination of Maintenance of Effort

The California Department of Education (CDE) monitors compliance with the MOE requirement at the SELPA level. The administrative unit (AU) of the El Dorado Charter SELPA monitors compliance of its member LEAs. There are two required comparison tests determining MOE:

First Comparison – Grant Year Budget to Preceding Year Actual Expenditures (SEMB)

- LEA will submit to the SELPA the required MOE documentation each year.
- Budgeted local, or state and local expenditures must equal or exceed preceding year expenditures for each LEA and for the SELPA as a whole subject to the federal Subsequent Years rule.
- SELPA must ensure LEA meets the eligibility comparison test before the allocation of Part B funds are made to the LEA.

Section 1 - Exempt Reduction Under 34 CFR Section 300.204

Each year LEAs should record if any of the allowable exceptions to MOE are present. If an LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, the LEA may calculate a reduction to the required MOE standard. Reductions may apply to local only MOE standard, combined state and local MOE standard or both.

1. Voluntary departure, or departure for just cause, of special education or related services personnel, who may be replaced by qualified, lower-salaried staff.
2. Decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
 - a. Has left the jurisdiction of the agency;
 - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
 - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

Section 2 – “50 Percent Rule”

LEAs who have a “meets requirements” compliance determination under IDEA, Section 613(a) and not found to be **Significantly Disproportionate** for the current year are eligible to use this option to reduce their MOE requirement by:

LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50% of the increase in federal sub-grant allocation received for the current fiscal year compared to the prior fiscal year and reducing the LEA’s state and local MOE requirement by that amount.

The LEA must use an amount of local funds equal to the reduction in expenditures to carry out

activities that could be supported with funds under the Elementary and Secondary Education AC (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

The LEA may not use this Section in conjunction with voluntary use of 15% of the federal grant for Coordinated Early Intervening Services (CEIS) or Response to Intervention (RTI) costs.

Section 3 – Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability). The four methods to maintain effort are:

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on per capita basis

If the SELPA as a whole passes Comparison 1, the SELPA as a whole is eligible to receive Part B funding. If the SELPA as a whole should not meet MOE under Comparison 1, the SELPA as a whole, and all of its participating LEA members, will be ineligible to receive Part B funding until budgetary revisions are made to enable the SELPA, as a whole, to meet MOE requirements.

If the SELPA as a whole passes Comparison 1, but one or more individual LEA sub-grant recipients fail Comparison 1, the LEA(s) shall have until First Interim certification occurs to comply with MOE requirements.

If an LEA has not rectified the problem by the date that First Interim certification is made, its proportionate share of the federal funds shall be re-distributed, on a proportionate share basis, to those LEA sub-grant recipients that complied with the MOE requirements at Comparison 1, but only to the extent that they do not reduce state and local or “local only” expenditures to the point that they create MOE difficulties for the receiving LEA. Any remaining funds from this distribution will be retained by the SELPA AU and used for eligible federal expenditures.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

Second Comparison – Prior Year Actuals vs. Second-Preceding Year Actuals or the most recent year LEA met using the method

- Actual local or state and local expenditures must equal or exceed preceding year expenditures, subject to the federal Subsequent Years rule.
- Comparison is made annually after unaudited actuals data is submitted to CDE following the end of the fiscal year.

Section 1 – Each year LEAs should record any of the allowable exceptions that may reduce the amount required to meet MOE, listed below:

1. Voluntary departure or departure for just cause, of special education or related services personnel, who may be replaced by qualified, lower-salaried staff.
2. Decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA,

because the child:

- a. Has left the jurisdiction of the agency;
 - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
 - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

Section 2 – “50 Percent Rule”

LEAs who have a “meets requirements” compliance determination under IDEA, Section 613(a) and not found to be **Significantly Disproportionate** for the current year are eligible to use this option to reduce their MOE requirement by:

LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50% of the increase in federal sub-grant allocation received from the current fiscal year compared to the prior fiscal year and reducing the LEA’s state and local MOE requirement by that amount.

The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education AC (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

The LEA may not use this Section in conjunction with voluntary use of 15% of the federal grant for Coordinated Early Intervening Services (CEIS) or Response to Intervention (RTI) costs.

Section 3 – Four MOE Test Methods

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability). The four methods to maintain effort are:

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on per capita basis

If the SELPA as a whole still fails MOE in Comparison 2 after applying the exceptions, the SELPA will be billed by the State for the amount the SELPA, collectively, failed to spend from local or state and local funds to maintain its level of effort.

The SELPA AU will then bill the individual LEA sub-grant recipients that failed MOE Comparison Test 2 for the amount the LEA(s) failed to spend from local or state and local funds to maintain its level of effort.

If the SELPA as a whole passes Comparison 2 but one or more individual LEA sub-grant recipients fail to spend from local or state and local funds to maintain their level of effort, the SELPA AU will bill on behalf of CDE for the amount that the LEA failed to spend from local or state and local funds to maintain their level of effort. Any amount billed to an LEA must be paid to CDE by the LEA from its state and local funding in the budget year.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal

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year in which the MOE test was met.

For the purposes of MOE, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all, or part, of those funds as sub-grants to participating LEAs. In its capacity as the SELPA AU, the El Dorado County Office of Education is not a sub- grant recipient and, therefore, is not required to meet MOE requirements.

Public Participation

It shall be the policy of the Charter SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA.

Per the Charter SELPA Local Plan, policies are adopted by the Charter CEO Council. The Charter SELPA AU may request input from the Executive Committee as policies are developed.

Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio or video, or both.

Legal References:
EDUCATION CODE
56205(a)

UNITED STATE CODE, TITLE 20
1412(a)(19)

Suspension/Expulsion

Each member LEA in the El Dorado Charter SELPA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. If a member LEA finds significant discrepancies in its rate of long terms suspensions and/or expulsions of students with disabilities, the member LEA will review, and revise, as required by law, its policies, procedures and practices related to the development and implementation of IEPs.

Legal Reference:
EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(22)

Suspension and Expulsion/Due Process

Where California law provides greater protections to students, California law supersedes federal law.

Applicability to Student on 504 Plans

Neither state nor federal law requires IDEA procedures apply to students identified under Section 504 of the federal Rehabilitation Act of 1973 ("Section 504") (29 USC § 794). However, in some instances, each member LEA may find it appropriate to apply portions of these procedures (e.g., the limitation that a student with a disability may not be suspended for more than 10 consecutive school days) to students with a qualifying disability pursuant to their Section 504 Plan. Charter LEAs that wish to apply IDEA procedures to Section 504 students should modify the following regulation accordingly.

IDEA Eligible Students are not Exempt from Suspension and Expulsion

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act ("IDEA") is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as a student with a disability pursuant to IDEA, and who has engaged in behavior that violated the LEA's code of student conduct may assert any of the protections under IDEA only if the member LEA had "knowledge" that the student was disabled before the behavior that precipitated the disciplinary action occurred. (20 USC § 1415(k)(5); 34 CFR § 300.534)

The member LEA shall be deemed to have "knowledge" that the student has a disability if any of the following conditions exists:

1. The parent/guardian has expressed concern to LEA supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR §§ 300.300 through -300.311.; or
3. The teacher of the student or other LEA personnel has expressed specific concerns directly to the LEA's director of special education or to other supervisory LEA personnel about a pattern of behavior demonstrated by the student. (20 USC 1415(k)(5); 34 CFR 300.534)

The LEA would not be deemed to have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the LEA would not be deemed to have knowledge if the LEA conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When a LEA is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC § 1415(k)(5); 34 CFR § 300.534)

If, during the time period in which the student is subject to disciplinary measures under 34 CFR § 300.530, a request is made to evaluate the student for IDEA eligibility, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC § 1415(k)(5); 34 CFR § 300.534)

Suspension

Member LEAs of the El Dorado Charter SELPA who are receiving funds under the IDEA may suspend a student

for no more than 10 consecutive or cumulative school days, as long as the removal does not constitute a change in placement. (20 USC§ 1415(k)(1), 34 CFR §§ 300.530, 300.536; see also *Honig v. Doe* (1988) 484 US 305 Under California law, a student may not be suspended for more than 20 cumulative school days in a school year. (Ed. Code § 48903.)

Note: Whether a bus suspension or "in school suspension" counts as a day of suspension affecting the cumulative total depends on the unique circumstances of each case. (See *Analysis of Comments to the Federal Regulations*, (2006) 71 Fed. Reg. 156, pg. 46715.) For instance, whether bus transportation is part of the student's individualized education program (IEP). In addition, an "in-school suspension" or "supervised suspension classroom" would not count towards the 20-day cumulative limit described above as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive the services specified in his/her IEP, and participate with nondisabled students to the extent he/she would have in the current placement. However, the LEA should be careful that such actions do not constitute a change of placement and should carefully monitor such suspensions.

The Charter CEO or designee may suspend a student with a disability for up to 10 consecutive or cumulative school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement as defined in 34 CFR 300.536. (Ed. Code§ 48903; 34 CFR § 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

The member LEA shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances:

1. The removal is for more than 10 consecutive or cumulative school days; or
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals; and
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

(34 CFR § 300.536)

If the removal has been determined to be a change of placement as specified in items #1 or#2 above, the student's IEP team shall determine the appropriate educational services to be provided. (34 CFR § 300.530.)

Services During Suspension

Note: Member LEAs are required to provide FAPE to all students, including any students with disabilities who have been suspended for more than 10 school days in a year. (20 USC § 1412(a)(1)(A), 34 CFR § 300.530.) The LEA is not required to provide a student who has been suspended for more than 10 school days in a school year for disciplinary reasons exactly the same services in exactly the same setting as the student was receiving prior to the imposition of discipline. (See *Analysis of Comments to the Federal Regulations* (2006) 71 Fed. Reg. 156, pg. 46716.) However, the services the student does receive must enable him/her to continue to participate in the general curriculum and to progress toward his/her IEP goals.

When a disabled student is removed for 10 school days or less, the member LEA does not have to provide services as long as the member LEA does not provide services to nondisabled students removed for the same amount of time.

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR § 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC § 1412(a)(1)(A); 34 CFR § 300.530)

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Ed. Code § 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

The LEA may unilaterally place a student with a disability in an appropriate interim alternative educational setting ("IAES") for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function:

1. Carries or possesses a weapon. "weapon" refers to a "dangerous weapon" as defined in 18 USC § 930 and includes any device which is capable of causing death or serious bodily injury. The term does not include a pocket knife with a blade of less than 2 1/2 inches in length.
2. Knowingly possesses or uses illegal drugs;
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V; or
4. Inflicts serious bodily injury upon another person. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC § 1365).

(20 USC § 1415(k)(1)(G); 34 CFR § 300.530)

The student's IAES shall be determined by his/her IEP team. (20 USC § 1415(k)(1)(G), 34 CFR § 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the LEA's decision and provided the notice of procedural safeguards pursuant to 34 CFR § 300.504. (20 USC § 1415(k)(1)(H); 34 CFR § 00.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC § 1415(k)(1)(D); 34 CFR § 300.530)

Manifestation Determination

The following procedural safeguards shall apply: (1) when a student is suspended for more than 10 consecutive school days; (2) when a series of removals of a student constitutes a pattern; and/or (3) when a change of

placement of a student is contemplated due to a violation of the LEA's code of conduct:

1. **Notice:** On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 3 § 00.504. (20 USC § 1415(k)(1)(H); 34 CFR § 300.530)
2. **Manifestation Determination:** Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a determination shall be made on whether the student's conduct in question was a manifestation of his/her disability. (20 USC § 1415(k)(1)(E); 34 CFR § 300.530)

The member LEA, the student's parent/guardian, and relevant members of the IEP team (as determined by the LEA and parent/guardian) shall convene a manifestation determination meeting and review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, and determine whether the conduct in question was either of the following:

- a. Caused by or had a direct and substantial relationship to the student's disability; or
- b. A direct result of the LEA's failure to implement the student's IEP, in which case the LEA shall take immediate steps to remedy those deficiencies

(20 USC § 1415(k)(1)(E); 34 CFR § 300.530)

If, at the manifestation determination meeting, the team determines that a condition in either #a or #b above was met, the conduct shall be determined to be a manifestation of the student's disability. (20 USC § 1415(k)(1)(E); 34 CFR § 300.530)

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC § 1415(k)(1)(F); 34 CFR § 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and member LEA agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC § 1415(k)(1)(F); 34 CFR § 300.530)

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:** If, at the manifestation determination meeting, the team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC § 1415(k)(1)(D); 34 CFR § 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC § 1415(k)(1)(D); 34 CFR § 300.530)

Due Process Appeals

If the parent/guardian disagrees with any LEA decision regarding placement under 34 CFR § 300.530 (suspension and removal for dangerous circumstances) or 34 CFR § 300.531 (interim alternative placement), or the manifestation determination he/she may appeal the decision by requesting a due process hearing. The member LEA may request a hearing if the Charter LEA believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532) The party filing the due process complaint has the burden of persuasion by a preponderance of the evidence. (*Schaffer v. Weast* (2005) 546 U.S. 49, 56-62.)

Whenever a hearing is requested as specified above, the parent/guardian or the LEA shall have an opportunity for an expedited due process hearing. (See 34 CFR §§ 300.507, 300.508 (a)-(c), and 300.510 through 300.514.)

If the student's parent/guardian or the LEA has initiated a due process hearing as detailed above, the student shall remain in the IAES pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and LEA agree otherwise. (20 USC § 1415(k)(4); 34 CFR § 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, the member LEA shall convene an IEP team meeting.

Suspension of Expulsion

The member LEA Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Ed. Code § 48917)

Notification to Law Enforcement Authorities

The principal of a school or the principal's designee are required to notify law enforcement officials regarding a student's suspension or expulsion as follows:

1. Prior to the suspension or expulsion of any student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities of any act of assault with a deadly weapon which may have violated Penal Code 245. (Education Code 48902)
2. Within one (1) school day after a suspension or expulsion of a student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind;

The principal or designee shall also notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code §§ 626.9 or 626.10.

A principal or designee, or any other person reporting a known or suspected act under either subdivision (a) or (b), above, is not civilly or criminally liable for making a report unless it is shown that:

1. The report was false; and

2. The person making the report either:
 - a. Knew that the report was false; or
 - b. The report was made with reckless disregard for the truth or falsity of the report.

(Ed. Code § 48902.)

When a principal or designee reports a criminal act committed by a school age individual with exceptional needs (eligible for special education) he/she is required to transmit copies of the student's special education and disciplinary records for consideration by the authorities to whom he/she reported the criminal act. When sending records for this purpose, the member LEA, principal, or designee must still comply with all FERPA requirements, (Ed. Code § 48902.)

Report to County Superintendent of Schools

The LEA CEO is required to report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. The County Superintendent will review the reports and determine whether either the interest of the student or the welfare of the state may need further examination. If so, the County Superintendent, shall bring the reports to the attention of the member LEA's Governing Board and the County Board of Education. (Ed. Code § 48203.)

Legal Reference:

EDUCATION CODE

35146 Closed sessions (re suspensions)
 35291 Rules (of governing board)
 48203 Reports of severance of attendance of disabled students
 48900-48925 Suspension and expulsion
 56000 Special education; legislative findings and declarations
 56320 Educational needs; requirements
 56321 Development or revision of individualized education program
 56329 Independent educational assessment
 56340-56347 Individual education program teams
 56505 State hearing

PENAL CODE

245 Assault with deadly weapon
 626.2 Entry upon campus after written notice of suspension or dismissal without permission
 626.9 Gun-Free School Zone Act
 626.10 Dirks, daggers, knives, razors or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons
 1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

812(c) Controlled substances

UNITED STATES CODE, TITLE 29

706 Definitions

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794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Parents of Student W. v. Puyallup School LEA, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School LEA, (1994) 858 F.Supp. 1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

Access to Instructional Materials

Each member LEA of the El Dorado County SELPA shall provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

Legal Reference:
EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(24)

Overidentification and Disproportionality

The El Dorado Charter SELPA and its member LEAs shall prevent the inappropriate overidentification or disproportional representation by race and ethnicity of students with disabilities.

Legal Reference:
EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(24)

Prohibition on Mandatory Medicine

The El Dorado County Charter SELPA and its member LEAs shall prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation for special education, or receiving special education services.

Legal References:

EDUCATION CODE

56205(a)

56040.5 (a)

UNITED STATES CODE, TITLE 20

1412(a)(25)

Data

The El Dorado Charter SELPA and its member LEAs shall provide data or information to the SELPA and the California Department of Education if required by regulations.

Legal Reference:
EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1418 (a-d)

Reading Literacy

A. RATIONALE

The California Reading Initiative is intended for all students. Reading proficiency is an important goal for virtually all students who receive special education services. It is basic to ongoing school success and essential for successful participation in society. Without reading proficiency, students are excluded from full participation and opportunity to achieve academic success in school.

B. POLICY STATEMENT

In order to improve the educational results for students with disabilities, the Charter LEAs in the El Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development in-service opportunities in the area of literacy, including:

1. information about current literacy and learning research;
2. state-adopted student content standards and frameworks; and
3. research-based instructional strategies for teaching reading to a wide range of diverse learners

Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training.

The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading.

In order to reach these goals, we assure that students with disabilities will have full access to:

1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and
2. instructional materials and support.

Admission of Local Education Agencies to the El Dorado County Charter SELPA

Any charter school may apply to the Charter SELPA Selection Committee to become a LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications, generally January of the school year preceding the school year in which the charter LEA anticipates operating as a member within the SELPA. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals.

The applicant member, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee, and subsequent Local Plan Membership amendment approved by El Dorado County Superintendent of Schools and the California Department of Education. The applicant member charter LEA board must also take action to approve membership.

The Charter SELPA Selection Committee shall review applicants to determine if they meet the requirements of the application process as established by the Charter SELPA, pursuant to AR 22. The Charter SELPA Selection Committee will inform the CEO Council members of their decision.

Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA AU, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA AU has significant documentation available to assess the new charter LEA capacity.

The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval of the Charter SELPA AU, and subsequent Local Plan Membership amendment approved by the El Dorado County Superintendent of Schools and the California Department of Education. The applicant member charter LEA board must also take action to approve membership.

Admission of Local Education Agencies to the El Dorado Charter SELPA

By October 1, of each year, the Charter SELPA AU will publish the timeline and process for new applications to the Charter SELPA. The timeline shall include an appeal process. The appeal process shall include a timeline and criteria for the appeal. Appeals shall be heard by the Charter SELPA Appeals Committee.

The application process shall include:

Charter school LEAs, not expansions from current members, may apply to the Charter SELPA from the following paths:

1. New Start-Up Charter State Board Approved:
Completed comprehensive application including fiscal documents and a detailed plan for service delivery.
2. Charters who are currently operating in another SELPA:
Completed comprehensive application including fiscal documents, detailed plan for service delivery and a copy of the one-year notice to the current SELPA or a copy of the agreed-upon early SELPA release.
3. New Start-Up Charters:
Completed comprehensive application including fiscal documents and a detailed plan for service delivery.

The Charter SELPA will develop a process for reviewing all applications that includes a scoring methodology and will clearly communicate the scoring process. In addition, the CEO Council may annually approve growth priority guidelines for the new member selection process.

Charter school LEAs, expansions of Single Charter Partners or Organization Partners, will follow a simplified application process because the Charter SELPA AU has considerable documentation on file regarding the LEA capacity. There are two types of expansions of Partners:

1. They are a participating Single Charter Partner adding a new start-up charter school or an existing school(s).
2. They are a participating Organization Partner SELPA member adding additional new charter school(s) or an existing school(s).

In the case of either a or b above, the following application process will be followed:

1. Notice of Intent: The single charter partner or organization partner will inform the Charter SELPA AU of their desire to add additional school(s) for the following school year by submitting an expansion application during the aforementioned application period.
2. The single charter partner or organization partner will provide the SELPA with information regarding the school, information regarding the relationship and responsibilities of the Organization Partner, affirmation that the expansion charter is part of the Organization Partner's network, and any other data requested by the Charter SELPA AU. For existing schools, member of another SELPA, a copy of the one-year notice to the current SELPA or a copy of the agreed-upon early SELPA release.
3. The Charter SELPA AU will review all information. It is understood that the Charter SELPA AU may request additional information, as needed, to conduct a comprehensive review prior to approving the expansion application. The Charter SELPA AU may approve the addition. If the AU has questions or concerns the information may be sent to the Charter SELPA Selection Committee for further review.

Behavioral Interventions for Special Education Students

A special education student's minor behavioral problems shall be subject to the disciplinary measures applicable to all students for such infractions.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior consistent with the law and SELPA procedures. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

The Charter CEO or designee shall ensure that staff is informed of the El Dorado Charter SELPA's policy and regulations governing the systematic use of behavioral and emergency interventions.

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment

56321 Notice of parental rights; consent of parents

56500-56507 Procedural safeguards, including due process rights

56520-56524 Behavioral Interventions

56341.1

CODE OF REGULATIONS, TITLE 5

3001 Definitions

3052 Designated positive behavioral interventions

Behavioral Interventions for Individuals with Exceptional Needs

Behavior of an individual with exceptional needs shall be subject to the disciplinary measures applicable to all students for such infractions unless the behavior is determined to be a manifestation of the student's disability.

Behavioral problems shall be addressed through the systematic use of behavioral and emergency interventions as provided below.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

The Charter LEA *may* employ a Board-Certified Behavior Analyst ("BCBA") to conduct behavior assessments and provide behavioral intervention services, but the law does not require that these services be provided by a BCBA. (Ed. Code, § 56525.)

Note: With the Repeal of the Hughes Bill, (Assembly Bill 86, effective July 1, 2013 ("AB 86")) the law does not contain a specific definition of "behavioral intervention" and does not impose any specific requirements for how to conduct or implement a behavior assessment or behavior intervention plan. LEAs are no longer required to conduct a Functional Analysis Assessment ("FAA") for students with serious behavioral problems. (Ed. Code, § 56523.)

Behavioral Intervention Plan

A functional behavioral assessment and behavioral intervention plan be developed no later than 10 business days after a student is suspended for more than 10 school days in a school year or after a change of placement occurs. (34 CFR § 300.530; see SELPA Policy 16, and AR 16)

Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the Charter LEA shall implement a behavioral intervention plan in accordance with 34 CFR 300.520, SELPA policy and administrative regulations. (BP/AR 16)

Note re Terminology: BIP and BSP

The IDEA uses the term Behavior Intervention Plan ("BIP") to refer to a less intensive behavior plan developed by the IEP team. Previously, the Hughes Bill (repealed by AB 86) used the term "BIP" to refer to a more intensive behavior plan required whenever an FAA was performed. California also had previously used the term Behavior Support Plan ("BSP") to distinguish between the less intensive plan required by the IDEA and the more-intensive "BIP" required by the Hughes Bill. Now, with the repeal of the Hughes Bill by AB 86, it is recommended that member districts use only the term BIP for all types of behavior plans. (Ed. Code, § 56523.)

Emergency Interventions

Emergency interventions not specified in a student's behavioral intervention plan shall be used only

when necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual with exceptional needs or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for a systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation. (Ed. Code, § 56521.1(a) through (c))

Only emergency interventions approved by the SELPA may be used. (Ed. Code § 56521.1)

The following emergency interventions, included in "Risk Behavior" training, are approved by the El Dorado County Charter SELPA for use by **CPI (Crisis Prevention Institute) trained staff only** and may only be used as a ***last resort when a person is an immediate danger to self or others:***

- a.) CPI's Disengagement Skills
- b.) Nonviolent Physical Crisis Intervention and Team Intervention:
 - ✓ "Standing Position" utilizing one-two team members
 - ✓ "Seated Position" utilizing two team members
 - ✓ "Team Control Position" utilizing at least two team members
 - ✓ "Children's Control Position" for students who are considerably smaller than the staff person

Parents/guardians/residential care provider, if appropriate, shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Charter CEO or designee for review. This report shall include:

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan
6. Details of any injuries sustained by students or others, including staff, as a result of the incident (Ed. Code § 56521.1 (e).)

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the Charter CEO or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim behavioral plan. When applicable, the IEP team shall document the reasons for not conducting a functional behavioral assessment and/or not developing an interim plan. (Ed. Code § 56521.1 (g).)

If the behavior emergency report is for a student who has a positive behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident

and determine whether the student's behavioral intervention plan needs to be modified. (Ed. Code § 56521.1 (h).)

All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator. (Ed. Code § 56521.1(f).)

Prohibited Interventions

The Charter LEA prohibits any use of the following:

1. Any intervention designed or likely to cause physical pain
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom
4. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma
5. Use of any material or objects which simultaneously immobilize all hands and feet, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses
9. Force exceeding what is reasonable and necessary under the circumstances

(Ed. Code, § 56521.2.)

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment

56321 Notice of parental rights; consent of parents

56341.1 Individualized Education Programs

56500-56508 Procedural safeguards, including due process rights

56520-565254 Behavioral Interventions

CODE OF REGULATIONS, TITLE 5

3001 Definitions

UNITED STATES CODE, TITLE 20

1412 State eligibility

1414 Individualized Education Programs

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER

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Nonpublic, Nonsectarian School and Agency Services for Special Education

Nonpublic, nonsectarian school (NPS) and agency (NPA) services shall be available to pupils in the SELPA. When no appropriate public educational services are available within the El Dorado County Charter SELPA, neighboring counties or SELPAs, or state special schools, a designated member of the IEP team shall contact the Charter LEA CEO/designee if this type of placement might be considered at an upcoming IEP meeting.

The Charter LEA governing board may contract with a state-certified NPS or NPA to provide special education services or facilities when an appropriate public education program is not available.

When entering into agreements with an NPS or NPA the Charter LEA board shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The Charter LEA IEP team shall remain accountable for monitoring the progress of any student placed in an NPS toward his/her IEP goals.

Legal Reference:

EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency
 56042 Placement not to be recommended by attorney with conflict of interest
 56101 Waivers
 56163 Certification
 56168 Responsibility for education of student in hospital or health facility school
 56195.8 Adoption of policies
 56360-56369 Implementation of special education
 56711 Computation of state aid
 56740-56743 Apportionments and reports
 56760 Annual budget plan; services proportions
 56775.5 Reimbursement of assessment and identification costs

GOVERNMENT CODE

757-7588 Interagency responsibilities for providing services to children with disabilities, especially:
 7572.55 Seriously emotionally disturbed child; out-of-state placement

FAMILY CODE

7911-7912 Interstate compact on placement of children

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001 Definitions

3061-3069 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.129-300.148 Children with disabilities in private schools

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

CDE LEGAL ADVISORIES

0317.99 Nonpublic School/Agency Waivers and Reimbursement to parents

FEDERAL REGISTER

Rules and Regulations, August 114, 2006, Vol. 71, Number 156, page 46539-46845

WEB SITES

CDE: <http://www.cde.ca.gov>

Us Department of Education, Office of Special Education and Rehabilitative Services: [http://www.](http://www.Ed.gov/offices/OSERS)

[Ed.gov/offices/OSERS](http://www.Ed.gov/offices/OSERS)

Nonpublic, Nonsectarian School and Agency Services for Special Education*Placement and Services*

Contracts with an NPS or NPA shall include an individual services agreement (“ISA”) negotiated for each student. ISAs shall be for the length of time for which NPS and/or NPA services are specified in the student’s individualized education program (“IEP”), but not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student’s IEP. (Ed. Code § 56366.)

The master contract shall specify the general administrative and financial agreements between the NPS or NPA and the Charter LEA to provide the special education and designated instruction and services, as well as transportation specified in the student’s IEP. The administrative provisions of the master contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting charter LEA to ensure that the NPS provides appropriate high school graduation credit to the student. The contract may allow for partial or full-time attendance at the nonpublic nonsectarian school. (Ed. Code § 56366.)

In order for a Charter LEA to contract with an NPS or NPA, the NPS and NPA must be certified as meeting state standards. (Ed Code § 56366.) A master contract may be terminated for cause with 20-days’ notice. However, the availability of a public education program initiate during the period of the master contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the public program.

The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366)

The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.)

When a special education student meets the district requirements for completion of prescribed course of study as designated in the student’s IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

Out-of-State Placements

Out-of-state placement of children who are seriously emotionally disturbed and/or wards of the court may only be made after in-state alternatives have been considered and found not to meet the child’s needs. (Gov. Code § 7572.55; Welf. & Inst. Code §§ 362.2 and 727.1.)

Before contracting with an NPS or NPA outside California, the Charter CEO or designee shall document the LEAs efforts to find an appropriate program offered by a nonpublic, nonsectarian school or agency within California. (Ed. Code § 56365.)

Within 15 days of a decision to place a student in an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the related costs, and the district's efforts to locate an appropriate public school or nonpublic, nonsectarian school or agency within California (Ed. Code § 56365.)

If the Charter LEA decides to place a student with an NPS or NPA outside the state, the Charter LEA shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California. (Ed. Code § 56365.)

LEAs Shall Ensure that the NPS has a Written Seclusion and Restraint Policy

Prior to executing a Master Contract with an NPS, the LEA shall ensure that the NPS has a written policy governing the use of seclusions and restraints by NPS personnel. The NPS's written seclusion and restraint policy shall include, at minimum, the following:

1. Require all staff working with students receive comprehensive training in the safe and appropriate use of seclusion and restraint. Comprehensive training includes, but is not limited to Non-Violent Crisis Intervention or a course of comparable scope and depth;
2. Prohibits untrained staff from restraining students;
3. Authorizes the use of seclusion or restraint only when there is an emergency involving the immediate risk of physical harm to student or others;
4. Requires staff members to end the restraint and/or seclusion when the emergency justifying the restrain and/or seclusion has ended;
5. Requires the NPS to contact the responsible LEA and/or law enforcement, as appropriate, whenever a restraint exceeds 30 minutes in length;
6. Requires direct continuous observation of all students placed in seclusion;
7. Prohibits the use of chemical restraints or any restraint technique, such as prone restraints, that obstructs breathing or is otherwise harmful to the student based on the individual needs of the student including any medical or health related conditions;
8. Prohibits NPS staff members from using seclusion or restraint to discipline students; and
9. Requires the NPS staff to notify the responsible LEA within one school day whenever an LEA's student has been secluded or restrained.

The master contract shall not be executed until an LEA administrator or designee has reviewed the policy and determined that it complies with the requirements of this section.

Placement Procedures

The Charter LEA administrator or designee shall review all documented efforts to utilize any public-school options prior to utilizing an NPS or NPA. The Charter LEA will process referrals and locate an appropriate NPS to meet the student's needs. The SELPA may assist and/or collaborate with the Charter LEA to locate an appropriate NPS.

Each Charter LEA agrees to use the Master Contract and ISA adopted by the SELPA. The SELPA office will ensure that the Master Contract has been approved by SELPA's legal counsel and is updated per federal or state requirements. The NPS is required by the Master Contract and the IEP to annually evaluate the pupils (formally and informally) to determine if the student is making appropriate educational progress. As part of the IEP review process, each Charter LEA that contracts with an NPS shall evaluate the placement of its pupil(s) on at least an annual basis. The Charter LEA representative shall collaboratively review the NPS evaluation data to ensure that the results are appropriate, reliable, and valid for measuring pupil progress. The Charter LEA may elect to conduct the annual evaluation(s) and/or administer additional assessments with parent consent.

Legal References:

EDUCATION CODE

56205(c)

56198(b)(1)

Administration – Conflict of Interest

The El Dorado Charter SELPA hereby adopts this Conflict of Interest Code (“CIC”) in order to ensure that the SELPA officials, whether elected or appointed, perform their duties in an impartial manner, free from bias caused by their own financial interests or the financial interests of persons who have supported them. (Gov. Code. § 81001.)

General Provisions

It is the policy of the SELPA that no SELPA official shall make, participate in making or in any way attempt to use his/her official position to influence a SELPA decision in which he/she knows or has reason to know he/she has a financial interest. (Gov. Code § 87100.)

The CIC shall be updated and amended in accordance with provisions of Government Code, section 87303.

Political Reform Act – Adoption of Conflict of Interest Provisions

Pursuant to the Political Reform Act (“PRA”)(Gov. Code §§ 81000, et seq.), every public agency is required to adopt and promulgate a CIC. (Gov. Code § 87300.) The Fair Political Practices Commission (“FPPC”) developed a model CIC and adopted it by regulation. (2 CCR § 18730.) Pursuant to this regulation, an agency shall be considered to have adopted and promulgated a CIC in accordance with the PRA, if it does all of the following:

1. Incorporates by reference the terms of the CIC contained in the regulations (@ CCR § 18730.);
2. Designate the employees as required by the PRA; and
3. Formulates disclosure categories as required by the PRA

(2 CCR § 18730.)

The requirements of the PRA are hereby satisfied by this CIC and the attached Appendix.

By enacting this policy the El Dorado Charter SELPA hereby incorporates the conflict of interest provisions of Title 2, California Code of Regulations, section 18730. Copies of the regulation can be obtained from the El Dorado Charter SELPA. The SELPA Chief Executive Officer’s Council “CEO Council” members shall abide by the terms of this CIC.

In accordance with the PRA, this CIC shall have the force of law and any violation of the CIC by a designated employee shall be considered a violation of the PRA. (Gov. Code § 87300.)

Each participating charter in the SELPA shall be responsible for adopting appropriate conflict of interest and ethics policies and regulations applicable to their representatives.

Incompatible Offices

El Dorado Charter SELPA CEO Council members shall not hold any other office, engage in any employment, or pursue any activity that is inconsistent, incompatible, or in any other way conflicts with his/her duties as a CEO Council member as set forth in Government Code, section 1099.

Legal Reference:

G.C. §§ 81000, et seq.

2 CCR § 18730

AppendixDesignated Positions/Disclosure Categories

It has been determined that persons occupying the following positions manage public investments and shall file a full statement of economic interests pursuant to Government Code, section 87200:

- Governing Board Members
- Superintendent of Schools

Category 1: Agency Positions that Manage Public Investments: Persons occupying the following positions are designated employees in **Category 1:**

- Deputy/Assistant/Associate Superintendent

Designated persons in **Category 1** must report:

- a. Interests in real property located entirely or partly within district/county office boundaries, or within two miles of district/county office boundaries or of any land owned or used by the district/county office. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments or business positions in or income from sources which:
 - (1) Are engaged in the acquisition or disposal of real property within the district/county office
 - (2) Are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district/county office or
 - (3) Manufacture or sell supplies, books, machinery or equipment of the type used by the district/county office.

(Gov. Code, § 87314.)

Category 2: Positions Which Involve the Making or Participation in the Making of Decisions Which May Foreseeably Have a Material Effect on Any Financial Interest. Persons occupying the following positions are designated employees in **Category 2**

- None

Designated persons in **Category 2** must report investments or business positions in or income from sources which:

- a. Are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs, or
- b. Manufacture or sell supplies, books, machinery or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category a principal's department is his/her entire school.

(Gov. Code § 87406.)

Consultants On a case-by-case basis, the Superintendent or designee may designate any consultant performing work for the district/county office as a **Category 1** or **Category 2** individual required to disclose his/her financial interests. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the specific disclosure requirements related to those duties. All such determinations are public records and shall be retained for public inspection along with this CIC.

A “consultant” is defined as an individual who, pursuant to a contract with the district/county office, makes a governmental decision whether to:

- a. Approve a rate, rule or regulation;
- b. Adopt or enforce a law;
- c. Issue, deny, suspend or revoke a permit, license, application, certificate, approval, order or similar authorization or entitlement;
- d. Authorize the district/county office to enter into, modify or renew a contract that requires district/county office approval;
- e. Grant district/county office approval to a contract or contract specifications which require district/county office approval and in which the district/county office is a party;
- f. Grant district/county office approval to a plan, design, report, study or similar item; or
- g. Adopt or grant district/county office approval of district/county office policies, standards or guidelines.

(2 CCR § 18701)

A consultant is also an individual who, pursuant to a contract with the district/county office, serves in a staff capacity with the district/county office and in that capacity participates in making a governmental decision as defined in Title 2 California Code of Regulations, section 18702.2, or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district’s CIC. (2 CCR § 18701.)

Membership Revocation of Local Education Agencies in El Dorado Charter SELPA

Membership may be revoked by the Charter SELPA, if it finds that the charter LEA did any of the following:

- a) Committed a material violation of any of the conditions, standards, or procedures set forth in the Charter SELPA Policies, Participation Agreement, Local Plan, or state and federal laws applicable to the LEA relating to special education.
- b) Charter has significant special education noncompliance and, in the opinion of the Charter SELPA AU, is not committed to the necessary organizational investment in training and staffing to ensure future compliance.
- c) Charter is experiencing leadership issues that cause the El Dorado Charter SELPA to believe the charter is not able to appropriately provide services to students with special needs.
- d) Other issues identified by Charter SELPA staff that impact the ability of the charter to adequately provide special education services to students.

The charter member shall be provided an opportunity to address the concerns and, if good faith efforts are expended sufficient to cause Charter SELPA AU to believe the charter member has the capacity to be an LEA, the notice to revoke membership shall be rescinded.

If Charter SELPA AU does not make a finding of capacity to be an LEA, the charter member shall be provided with the notice of intent to revoke membership (in writing) and such notice shall include the reasons for the request to revoke membership.

Appeal Process:

If a charter does not agree with the findings and wishes to appeal, they must request, in writing, an appeal to the Charter SELPA Membership Appeals Committee.

The appeal may request the opportunity to meet directly with the Charter SELPA Membership Appeals Committee. After the appeal is heard, the Appeals Committee shall make a finding and direct the Charter SELPA AU to notify the charter of their findings.

Timeline:

- a) El Dorado Charter SELPA AU will provide written notice by June (one year prior to revocation date).
- b) Charters are expected to immediately pursue other options for SELPA membership; however, there is an appeal process in place for consideration. Appeals must be submitted by November 1.
- c) Charter SELPA Membership Appeals Committee will schedule a meeting in November and will provide written notice of their findings by December 1.
- d) Charter SELPA Membership Appeals Committee may provide conditions the charter must meet in order to have the written revocation rescinded.
- e) A review of charter compliance with the conditions of approval must be met by March 1. By March 1, the Charter SELPA AU will meet with the charter to determine compliance with any conditions provided by the Appeals Committee. By March 15, the Charter SELPA AU will provide the charter with written notice if they have met the conditions. If conditions are met, notice of revocation will be rescinded in writing and the charter may continue membership for the next year.

The timeline and appeal process above does not preclude the Charter SELPA from initiating and completing the termination process in less than 12 months or by June 30th of the year if the member demonstrates:

- a) Egregious disregard of state and federal requirements to provide services to students and/or

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- b) Demonstrated systemic and material issues that would cause the Charter SELPA AU to make a finding of “going concern” based on leadership, programmatic and/or fiscal solvency that would cause Charter SELPA AU to believe the Charter SELPA would be harmed by the continued membership of the LEA.

Charter School Closures and Exits

Closure

A charter school may choose to close voluntarily, close involuntarily through non-renewal, or close involuntarily through revocation by their authorizing LEA. When these instances arise the LEA is required to complete closure procedures below. Additionally, there are circumstances that require an LEA's CDS code to change; in these instances the SELPA will determine if closure procedures are necessary on a case by case basis.

1. Documentation and Notice of Closure

The LEA will immediately provide the SELPA:

- a. Written notification of the school closure.
- b. A copy of the charter's closure policy contained in the most recently approved charter petition.

The LEA must send notice of its closure to the following parties/entities:

- a. Parents or guardians of students.
- b. The authorizing entity.
- c. The county office of education (if the county board of education is not the authorizing entity);
- d. The El Dorado Charter SELPA
- e. The retirement systems in which the school's employees participate.
- f. The California Department of Education.

Notification of all the parties/entities above must include at least the following:

- a. The effective date of the closure.
- b. The name(s) of and contact information for the person(s) handling inquiries regarding the closure.
- c. The students' school districts of residence.
- d. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The notification and documentation requirements are not limited to the items listed above.

The Charter SELPA may require additional information from the charter as needed to ensure:

- a. Appropriate transition of special education services for students served by the charter;
- b. Compliance with state and federal laws;
- c. Compliance with state and federal funding requirements; and/or
- d. Accuracy and reliability of any data submitted to the Charter SELPA.

2. SELPA Written Notification to Closing Charter

Consistent with Education Code and CDE requirements, charter school closure procedures must include plans for transfer and maintenance of school and student records, including any special education records, filing of expenditure and other fiscal reports, and completion of a final audit. After receiving notification of an LEA closure, the Charter SELPA will, in writing:

- a. Remind the charter of its closure obligations;
- b. Request from the charter information necessary to process the closure internally; and

- c. Notify the charter of any action deemed necessary to minimize financial loss to the Charter SELPA.

3. Financial Closeout

If there are no funding restrictions in place, upon determination of satisfactory completion of items outlined in the required written notification from the Charter SELPA, any amounts owed to the charter may be released. The required written notification from the Charter SELPA will state that, because of the timing of the annual audit and SELPA receipt of federal funds, final funds may not be released for up to eight months after the charter has closed.

The Charter SELPA may release ERMHS funds before the final charter audit is issued if all program and fiscal documentation is on file as required by the Charter SELPA and there are no conditions that would cause the Charter SELPA to be concerned about the reliability of data submitted.

In the event of a bankruptcy, the release of funds may be impacted by the direction of the courts.

If the Charter SELPA makes a finding that it would not release any final amounts owing to the charter, that finding will be disclosed to the Executive Committee.

4. Release of Claims

When an LEA closes, the LEA forever releases and discharges the Charter SELPA and its past and present principals, members, partners, officers, directors, affiliate employees, agents, successors, assigns, attorneys and insurers, collectively with the Charter SELPA, from any and all claims arising out of the operations of the LEA. Accordingly, the closing LEA shall promptly withdraw and/or cause to be filed dismissals with prejudice of all applications, requests, reports, complaints, or appeals, if any, filed or made as to any such claims.

Consistent with the release language above, closure of an LEA terminates the ability for the LEA and associated entities affiliated with the LEA to submit claims to any funding or to any Charter SELPA Risk Pool (e.g. Legal Risk Pool, SELPA Set Aside, Rate Smoothing Pool, etc.) effective the date of the LEA closure and/or termination of membership pursuant to CEO Policy 26. Termination of the ability to submit funding and SELPA Risk Pool claims may be suspended for an Organization Partner with LEAs that will continue as Charter SELPA members.

Exit

An LEA may elect to exit the El Dorado Charter SELPA and return to their geographic SELPA or join an alternate SELPA. The LEA is required to notify, in writing, the Charter SELPA, any other impacted SELPAs, participating county offices of education, and the CDE by June 30th of the year prior to their intended exit, per Education Code 56195.3(b). If the LEA did not provide the year and one-day notice, the LEA must obtain a letter of agreed-upon early release from the Charter SELPA before accepting membership in an alternate SELPA for the coming school year.

If the LEA did provide the year and one-day notice, a Final Notice of the LEA's intention to leave the Charter SELPA is required by February 1 of the current year to the SELPA. The Final Notice allows the Charter SELPA sufficient time to prepare for any revenue and staffing changes in response to changes in the composition of the Charter SELPA and allocation plan. If the LEA did not provide the February 1 notice, the LEA must obtain a

letter of agreed-upon release from the Charter SELPA before accepting membership in an alternate SELPA for the coming school year. Once the LEA's exit is confirmed, the LEA is required to follow the procedures below.

1. Documentation and Notice of Change in SELPA

The LEA must send notice of its change in SELPA (as applicable) to:

- a. Parents and/or guardians of students
- b. The County Office of Education (if the county board of education is not the authorizing entity)
- c. The geographical Special Education Local Plan Area (SELPA) of the authorizing entity
- d. The California Department of Education

Notification of all the parties above must include (at minimum) the following:

- a. The effective date of the change
- b. The name(s) and contact information of the person(s) handling inquiries regarding the change

2. RECORD TRANSFER AND RETENTION

- a. The transfer and maintenance of school and student records should be followed per SELPA policies and procedures.

3. CDE Reporting

The LEA is responsible to ensure the following:

- a. All CALPADS reporting processes are to be completed and certified as appropriate prior to any transfer of electronic student records to the new LEA/SELPA. Please note, once the records are transferred, the SELPA will be unable to provide additional support around reporting or amending data and your new SELPA will not be able to support or amend data submitted while part of the El Dorado Charter SELPA, thus accurate and timely submission is of the utmost importance.
- b. All Special Education monitoring and compliance processes (targeted review, intensive review, preschool review, data informed noncompliance, disproportionality, significant disproportionality) are completed and certified, where possible, prior to any transfer of electronic student records to the new LEA/SELPA. For those compliance processes which span academic years, please work with your current program specialist and the SELPA data team to facilitate transfer of any necessary documentation to your new SELPA.
- c. All required special education pupil count data and special education personnel data reports are filed appropriately.

4. FINANCIAL COMPLIANCE & CLOSEOUT

The LEA is responsible to ensure the following:

1. File all attendance reports for the final year of operation (P-1, P-2, annual).
2. Submit any current year Risk Pool claims to the Charter SELPA Business Department.
3. Submit all special education financial reports.
4. Submit for review any other documentation that would be necessary to ensure the reliability of special education financial data.
5. If receiving current year federal revenue, complete Maintenance of Effort (MOE) reporting and pass MOE testing requirements. NOTE: Any current year federal revenue already distributed to the school must be refunded if this requirement is not met.
6. Submit audit report(s) for the final year of operation.

Legal References:

EDUCATION CODE

47604.32

47605

47605.6

47607

56195.3(b)

CALIFORNIA CODE OF REGULATIONS, TITLE 5 (5 CCR) 11962

11962.1

SELPA OVERSIGHT

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA's responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA's instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

SELPA REVIEW PROCESS

If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA's goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

CHARTER SCHOOLS AT-RISK

Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA's governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring expenditure reporting prior to cash distribution;
- Require an LEA to submit proof of actual expenditures; and/or
- Initiate termination of membership pursuant to CEO Policy 26.

Interagency

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

Legal Reference:

Title 17 of the *California Code of Regulations (17 CCR)* Section 52140

UNITED STATES CODE, TITLE 20 1412
20 USC Section 1412(a)(12)

Interagency

Pursuant to Title 17 of the *California Code of Regulations* (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional Centers and LEAs at all times during the year;
8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;
9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;
10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to *EC* Section 52112 of these regulations;
11. Procedures for resolving disputes between regional centers and LEAs;
12. Procedures for the training and assignment of surrogate parents; and
13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.

Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

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NAVIGATOR SCHOOLS STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

The Navigator Schools (“Navigator”) Board of Directors (“Board”) respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. “*Obscenity*”: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. “*Defamation*”: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Navigator staff) or by mistake for private officials, that mischaracterizes the statement.
3. “*Discriminatory Material*”: material that demeans a person or group because of the person/group’s mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. “*Harassment (including sexual harassment), Intimidation and/or Bullying*”: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student’s or those students’ person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Navigator.

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5. *“Fighting Words”*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *“Vulgarity and/or Profanity”*: the continual use of curse words by a student, even after warning.
7. *“Violating Privacy”*: publicizing or distributing confidential or private material without permission.

On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Navigator website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Navigator.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Navigator CEO & Superintendent or designee at least one (1) school day prior to distribution. The Navigator CEO & Superintendent or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Navigator CEO & Superintendent or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy).
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Navigator CEO & Superintendent). Distribution may not occur during

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instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Navigator CEO & Superintendent or designee).

B. Official School Publications

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.¹ The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Navigator officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Navigator CEO & Superintendent.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and Navigator administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

¹ “Official school publications” refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

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E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Navigator or as an official school group at any time unless authorized by the Navigator to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Navigator and supervised by a designated Navigator employee. Missing school to attend an organized demonstration is not an excused absence. The Navigator will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Navigator will follow its Suspension and Expulsion Policy when determining consequences for students if Navigator policy is violated.

F. Student Speeches

If a student is selected to speak at a Navigator sponsored event, including but not limited to graduation or school assemblies, Navigator has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Navigator sponsored event.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally Constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Navigator (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Navigator, and
3. The relation between the content and/or context of the expression and the Navigator. There is always a sufficient nexus between the expression and the Navigator when the Navigator reasonably concludes that it faces a credible, identifiable threat of school violence.

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The Navigator CEO & Superintendent or designee shall document the impact the expression had or could be expected to have on the educational program. Off-campus expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-campus expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Navigator CEO & Superintendent shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the Navigator campus.
3. No Navigator employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Navigator shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints and Appeals

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.

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2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Navigator CEO & Superintendent or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Navigator CEO & Superintendent or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with Navigator which will be addressed through those channels.

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NAVIGATOR SCHOOLS UNIVERSAL MEALS PROGRAM POLICY

The Navigator Schools (“Navigator Schools”) Board of Directors (“Board”) recognizes that adequate nutrition is essential to the development, health, and learning of all students. The CEO & Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the Navigator’s food service program.

Commencing with the 2022-23 school year, each Navigator school site shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day with adequate time to eat¹. This shall apply to all pupils in TK through grade eight (8).

Charging a student for an additional, nutritiously adequate meal during the same meal services that qualifies for federal reimbursement is permissible provided the student has already been provided a meal without charge as stated above.

Universal Free Meals Application and Notification

If Navigator participates in the National School Lunch Program and/or federal School Breakfast Program, Navigator will continue to collect meal application forms aligned with federal regulations. However, regardless of eligibility for free or reduced-price meals, ALL students who request meals will receive meals free of charge, consistent with this Policy and California Education Code Section 49501.5. The CEO & Superintendent or designee shall ensure that the application form for the universal meals program and related materials include the following statements:

1. Applications for school meals may be submitted at any time during a school day.
2. Regardless of federal eligibility for free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.

Children participating in the federal NSLP and/or SBP will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means. The application packet shall include the following notifications and information using simple and culturally appropriate language:

1. A notification that the child may qualify for free or reduced-cost health coverage.
2. A request for the applicant’s consent for the child to participate in the Medi-Cal program, if eligible, and to have the information on the school lunch application shared with the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal

¹ Adequate time as defined by the Navigator.

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program.

3. A notification that Navigator will not forward the school lunch application to the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program, without the consent of the child's parent or guardian.
4. A notification that the school lunch application is confidential and, with the exception of forwarding the information for use in health program enrollment upon the consent of the child's parent or guardian, Navigator will not share the information with any other governmental agency, including the federal Department of Homeland Security and the Social Security Administration.
5. A notification that the school lunch application information will only be used by the entity designated by the State Department of Health Care Services to make an accelerated determination and the state and local agencies that administer the Medi-Cal program for purposes directly related to the administration of the Medi-Cal program and will not be shared with other governmental agencies, including the federal Department of Homeland Security and the Social Security Administration for any purpose other than the administration of the Medi-Cal program.
6. Information regarding the Medi-Cal program, including available services, program requirements, rights and responsibilities, and privacy and confidentiality requirements.

If Navigator elects to post its school meal application online, it will include the following:

1. Include a link to the Internet Web site on which translated applications are posted by the United States Department of Agriculture, with instructions in that language that inform the applicant how to submit the application.
2. Require completion of only those questions necessary for determining eligibility.
3. Include a clear statement that regardless of federal eligibility for free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.
3. Include clear instructions for families that are homeless or migrant.
4. Comply with the privacy rights and disclosure protections established by Public Laws 113-79 and 105-277.
5. Include links to all of the following:
 - (i) The online application to CalFresh.
 - (ii) The online single state application for health care.

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(iii) The Internet Web page maintained by the State Department of Public Health entitled “About WIC and How to Apply,” or another Internet Web page identified by the State Department of Public Health that connects families to the Special Supplemental Nutrition Program for Women, Infants and Children.

(iv) The Internet Web site of a summer lunch program authorized to participate within the city or school district.

Direct Certification

Although every family should submit an application for school meals, in certain circumstances, Navigator may be able to determine student eligibility without further application. Navigator shall directly certify as eligible the following students:

1. Any child who is a member of a household receiving assistance under the supplemental nutrition assistance program as eligible for free lunches and/or free breakfasts under the Child Nutrition Act of 1966.
2. Any child who is a member of a household that receives CalWORKs (also known as Temporary Assistance for Needy Families or “TANF”) or CalFresh aid.
3. Any child who is a member of a household that receives the assistance of a Food Distribution program on Indian Reservations.
4. Any child identified as a foster, migrant, homeless or runaway youth, as defined by the California Education Code.

This Policy prohibits Navigator from disciplining a student which would result in the denial or delay of a nutritionally adequate meal to that student.

Confidentiality/Release of Records

All applications and records related to the universal school meals program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order.

The Board authorizes designated employees to use individual records pertaining to the universal meals program for the following purposes:

1. Disaggregation of academic achievement data
2. Identification of students eligible for alternative supports in any school identified as a Title 1 program improvement school

If a student transfers from Navigator to another charter school, district, county office of education program, or private school, the CEO & Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation

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of the student's meal benefits.

The CEO & Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another charter school, school district, or county office of education that is serving a student living in the same household as an enrolled student for purposes related to program eligibility and data used in local control funding formula calculations.

The CEO & Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining funding allocations under the local control funding formula and for assessing accountability of that funding.

The CEO & Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals and if the applicant consents to the sharing of this information.

The CEO & Superintendent or designee may also release information on the school lunch application to the local agency that determines eligibility for CalFresh or to an agency that determines eligibility for nutrition assistance programs if the student has been approved for free or reduced-price meals and if the applicant consents to the sharing of this information.

This information released shall adhere to the following requirements:

1. Individual indicators of participation in a free or reduced-price meal program shall not be maintained in the permanent record of any student, unless otherwise authorized by law.
2. The public release of information regarding individual student participation in a free or reduced-price meal program is not permitted.
3. All other confidentiality requirements imposed by law or regulation are met.

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NAVIGATOR SCHOOLS STUDENT WELLNESS POLICY

The Navigator Schools (“Navigator”) Board of Directors (“Board”) is committed to the optimal development of every student. Navigator believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Navigator’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in Navigator have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout Navigator campus—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- Navigator engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Navigator staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of Navigator in creating continuity between Navigator and other settings for students and staff to practice lifelong healthy habits.
- Navigator establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.
-

This Policy applies to all students and staff in Navigator. Specific measurable goals and outcomes are identified within each section below.

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I. Navigator Wellness Committee

Committee Role and Membership

Navigator will convene a representative Navigator Wellness Committee (“Well-Com”), or work within an existing school health committee, that meets at least four (4) times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this Policy.

The Well-Com membership will represent all grades/schools and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., CEO & Superintendent, principals, vice principals); school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (“SNAP-EDEDSNAP-Ed”). To the extent possible, the Well-Com will include representatives from each school and reflect the diversity of the community.

Leadership

The CEO & Superintendent or designee(s) will convene the Well-Com and facilitate development of and updates to the Policy and will ensure each Navigator’s compliance with the Policy.

Additionally, the designated official for oversight of the Well-Com is:
 Director of Partnerships and Community Engagement

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, Navigator will ensure Navigator meets legal obligations regarding implementation of this Policy.

Recordkeeping

Navigator will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.

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- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy

Navigator will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. Navigator will make this information available via Navigator website and/or Navigator-wide communications. Navigator will provide as much information as possible about Navigator nutrition environment. This will include a summary of Navigator's events or activities related to Policy implementation.

Annually, Navigator will also publicize the name and contact information of Navigator official(s) leading and coordinating the Well-Com, as well as information on how the public can get involved with the Well-Com.

Triennial Progress Assessments

At least once every three years, Navigator will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which Navigator in compliance with this Policy;
- The extent to which Navigator's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of Navigator's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Director of Partnerships and Community Engagement

The Well-Com/CEO & Superintendent will monitor Navigator's compliance with this Policy. Navigator will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

Navigator will update or modify this Policy as appropriate based on the results of the annual Navigator Health Index and triennial assessments and/or as Navigator priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications

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Navigator is committed to being responsive to community input, which begins with awareness of the Policy. Navigator will actively communicate ways in which representatives of Well-Com/Navigator and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. Navigator will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Navigator nutrition standards.

Navigator will use electronic mechanisms, such as email or displaying notices on Navigator's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. Navigator will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

Navigator will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum Navigator will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

Navigator Meals

Navigator participates in USDA child nutrition programs, including the National School Lunch Program ("NSLP"), and the School Breakfast Program ("SBP".) Navigator is committed to offering school meals through the NSLP and SBP programs, and other applicable programs, that:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations (Navigator offers reimbursable school meals that meet USDA nutrition standards).
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.

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- o All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- o White milk is placed in front of other beverages in all coolers.
- o Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- o A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- o Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- o Student artwork is displayed in the service and/or dining areas.
- o Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All Navigator nutrition staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These Navigator nutrition personnel will refer to USDA's Professional Standards for Navigator Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. Navigator will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

Navigator is committed to ensuring that all foods and beverages available to students on Navigator campus during the school day support healthy eating. The foods and beverages sold to students on campus during the school day (including the period from the midnight before, to 30 minutes after the end of the official school day) and served outside of Navigator meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the Navigator campus will meet or exceed the USDA Smart Snacks in Navigator nutrition standards, including through:

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1. Celebrations and parties. Navigator will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. Navigator will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. Navigator will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Navigators nutrition standards may be sold through fundraisers on the Navigator campus during the school day. Navigator will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

Navigator will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Navigator nutrition standards.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the CEO & Superintendent reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

IV. Physical Activity

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. In developing these goals, Navigator reviewed and considered evidence-based strategies and techniques and parent input.

V. Other Activities that Promote Student Wellness

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Navigator will integrate wellness activities across the entire Navigator setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. Navigator will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the Well-Com and/or parents and the community.

All Navigator-sponsored events will adhere to this Policy's wellness guidelines. All Navigator-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

Navigator will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, Navigator will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help Navigator staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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NAVIGATOR SCHOOLS STUDENT USE OF TECHNOLOGY POLICY

The Navigator Schools (“Navigator”) Board of Directors (“Board”) finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Navigator offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this policy, the Board intends that technological resources provided by Navigator be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

- *“Educational purpose”* means classroom activities, research in academic subjects, career or professional development activities, Navigator approved personal research activities, or other purposes as defined by Navigator from time to time.
- *“Inappropriate use”* means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement (see attached.)

Approved Use of Navigator Technology

Use of Navigator equipment and access to the Internet via Navigator equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Navigator resources only in a manner specified in this policy.

Notice and Acceptable Use Agreement

Navigator shall notify students and parents/guardians about authorized uses of Navigator computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use Navigator’s technological resources, the student and the student’s parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student’s parent/guardian shall agree not to hold Navigator or any Navigator staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless Navigator and Navigator personnel for any damages or costs incurred.

Safety

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Navigator shall ensure that all Navigator computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While Navigator is able exercise reasonable control over content created and purchased by Navigator, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Navigator nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the CEO & Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Navigator computers, laptops, or tablets to access the internet or online services on a Navigator campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Navigator equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Navigator equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The CEO & Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The CEO & Superintendent or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to

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respond when subjected to cyberbullying.¹ Students are expected to follow safe practices when using Navigator technology.

Navigator advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal

¹ “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupil’s person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

As used in connection with “bullying,” an “electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
 - Posting to or creating a “burn page” (i.e., an Internet Web site created for the purpose of bullying).
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a “credible impersonation” means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects of bullying. A “false profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying. The term “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to Navigator, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Navigator computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the CEO & Superintendent or designee shall block access to such sites on Navigator computers with Internet access.

The CEO & Superintendent or designee shall oversee the maintenance of Navigator's technological resources and may establish guidelines and limits on their use.

All Navigator employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All Navigator employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Navigator's computers, networks, and Internet services is a privilege, not a right. Compliance with Navigator's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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ACCEPTABLE USE AGREEMENT

Navigator believes that providing access to technology enhances the educational experience for students. However, student use of Navigator computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Navigator technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Navigator technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While Navigator is able to exercise reasonable control over content created and purchased by Navigator, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Navigator nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold Navigator or any Navigator staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless Navigator, Navigator staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Navigator equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Navigator equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Navigator technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to Navigator technology primarily for educational purposes. Students shall not use Navigator technology or equipment for personal activities or for activities that violate Navigator policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Navigator equipment without the permission of a teacher or other authorized Navigator staff person.

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- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of Navigator policy, the student code of conduct or local, state or federal law.
 - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Conducting for-profit business.
 - h. Using hacking tools on the network or intentionally introducing malicious code or viruses into Navigator's network.
 - i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
- 5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Navigator and provided to students for educational purposes. Navigator may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. Navigator reserves the right to access stored computer records and communications, files, and other data stored on Navigator equipment or sent over Navigator networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Navigator equipment at the end of the school year/term or agreed upon use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
 - 6. Disruptive Activity.** Students should not intentionally interfere with the performance of Navigator's network or intentionally damage any Navigator technology resources.
 - 7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access Navigator's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
 - 8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Navigator technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
 - 9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and this Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates use procedures, reflects the entire

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agreement and understanding of all parties. Navigator encourages parents/guardians to discuss this policy with their children to ensure their children understand and comply with this policy.

As a user of Navigator technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and this Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Navigator’s property, including but not limited to Navigator’s technology, equipment and networks, or fails to return Navigator’s property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, Navigator may withhold the student’s grades, and transcripts until the damages have been paid or the property has been returned. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, Navigator will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades and transcripts will be released. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

For School Employees Only

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that Navigator’s policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of Navigator’s technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____

Coversheet

Financial Audit

Section: III. Finance
Item: A. Financial Audit
Purpose: Vote
Submitted by:
Related Material: Navigator FS draft 2.7.24.pdf

NAVIGATOR SCHOOLS
CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2023

OPERATING:

Gilroy Prep - #1278
Hollister Prep - #1507
Watsonville Prep - #2032
Hayward Collegiate - #2027

Draft - For Discussion Only

**NAVIGATOR SCHOOLS
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Navigator Schools
Gilroy, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of Navigator Schools (Navigator), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Navigator as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Navigator Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in Note 1 to the consolidated financial statements, in 2023 Navigator adopted new accounting guidance for leases. The guidance requires lessees to recognize a right-of-use asset and corresponding liability for all operating and finance leases with lease terms greater than one year. Our opinion is not modified with response to this matter.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Board of Directors
Navigator Schools

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Navigator's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Navigator's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Navigator's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
Navigator Schools

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on Navigator's consolidated financial statements as a whole. The accompanying schedules of the CMO, Gilroy Prep, Hollister Prep, Watsonville Prep, Hayward Collegiate, 407 Main Street, LLC, and the elimination columns in the statements of financial position, activities and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and, except for the portion marked "unaudited", was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole. The Local Education Agency Organization Structure, which is marked "unaudited", has not been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of Navigator's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on Navigator's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Navigator's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

NAVIGATOR SCHOOLS
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023

ASSETS	Navigator Schools						Eliminations	Total
	CMO	Gilroy Prep	Hollister Prep	Watsonville Prep	Hayward Collegiate	407 Main St. LLC		
CURRENT ASSETS								
Cash and Cash Equivalents	\$ 5,982,279	\$ -	\$ -	\$ (11,662)	\$ 1,960,025	\$ 463,721	\$ -	\$ 8,394,363
Accounts Receivable	2,933,037	3,331,044	3,623,459	2,923,707	492,303	-	(7,109,846)	6,193,704
Prepaid Expenses and Other Assets	97,628	154,319	143,244	138,950	54,654	-	-	588,795
Total Current Assets	9,012,944	3,485,363	3,766,703	3,050,995	2,506,982	463,721	(7,109,846)	15,176,862
LONG-TERM ASSETS								
Deferred Rent Asset	-	-	-	-	-	350,855	(350,855)	-
Property, Plant, and Equipment, Net	51,681	118,189	109,194	9,817	84,680	8,324,831	-	8,698,392
Operating Right-of-Use Asset	47,255	44,731	44,731	10,462,903	183,565	9,508,170	(10,432,489)	9,858,866
Total Long-Term Assets	98,936	162,920	153,925	10,472,720	268,245	18,183,856	(10,783,344)	18,557,258
Total Assets	<u>\$ 9,111,880</u>	<u>\$ 3,648,283</u>	<u>\$ 3,920,628</u>	<u>\$ 13,523,715</u>	<u>\$ 2,775,227</u>	<u>\$ 18,647,577</u>	<u>\$ (17,893,190)</u>	<u>\$ 33,734,120</u>
LIABILITIES AND NET ASSETS								
CURRENT LIABILITIES								
Accounts Payable and Accrued Liabilities	6,052,890	338,945	304,397	529,344	854,785	1,893,076	(7,109,846)	\$ 2,863,591
Deferred Revenue	250,000	201,156	621,870	641,916	151,875	-	-	1,866,817
Notes Payable, Current Portion	-	-	-	113,226	46,194	13,412	-	172,832
Operating Lease Liability, Current Portion	35,979	14,129	14,129	6,903	173,546	-	-	244,686
Total Current Liabilities	6,338,869	554,230	940,396	1,291,389	1,226,400	1,906,488	(7,109,846)	5,147,926
LONG-TERM LIABILITIES								
Notes Payable	-	-	-	230,789	46,198	8,581,557	-	8,858,544
Deferred Rent	-	-	-	-	-	-	-	-
Operating Lease Liability, Long Term	11,755	30,602	30,602	10,806,855	14,716	10,783,344	(10,783,344)	10,894,530
Total Long-Term Liabilities	11,755	30,602	30,602	11,037,644	60,914	19,364,901	(10,783,344)	19,753,074
Total Liabilities	6,350,624	584,832	970,998	12,329,033	1,287,314	21,271,389	(17,893,190)	24,901,000
NET ASSETS								
Without Donor Restrictions	2,761,256	3,063,451	2,949,630	1,194,682	1,487,913	(2,623,812)	-	8,833,120
Total Net Assets	2,761,256	3,063,451	2,949,630	1,194,682	1,487,913	(2,623,812)	-	8,833,120
Total Liabilities and Net Assets	<u>\$ 9,111,880</u>	<u>\$ 3,648,283</u>	<u>\$ 3,920,628</u>	<u>\$ 13,523,715</u>	<u>\$ 2,775,227</u>	<u>\$ 18,647,577</u>	<u>\$ (17,893,190)</u>	<u>\$ 33,734,120</u>

See accompanying Notes to Consolidated Financial Statements.

**NAVIGATOR SCHOOLS
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2023**

	Navigator Schools						Eliminations	Total
	CMO	Gilroy Prep	Hollister Prep	Watsonville Prep	Hayward Collegiate	407 Main St. LLC		
WITHOUT DONOR RESTRICTIONS:								
REVENUES								
State Revenue:								
State Apportionment	\$ -	\$ 2,684,809	\$ 3,729,486	\$ 4,730,461	1,178,934	\$ -	\$ -	\$ 12,323,690
Other State Revenue	128,780	1,884,724	1,633,840	1,669,185	719,323	-	-	6,035,852
Federal Revenue:								
Grants and Entitlements	-	578,282	434,411	440,416	307,166	-	-	1,760,275
Local Revenue:								
In-Lieu Property Tax Revenue	-	2,661,866	1,726,465	-	531,815	-	-	4,920,146
Contributions of Assets of Hayward Collegiate	-	-	-	-	1,741,290	-	-	1,741,290
Contributions	675,000	18,001	16,287	16,750	152,623	-	-	878,661
Investment Income	-	-	-	350	-	-	-	350
Other Revenue	2,606,819	20,549	56,418	6,877	17,063	805,052	(3,365,640)	147,138
Net Assets Released from Restriction	-	-	-	39,000	-	-	-	39,000
Total Revenues	<u>3,410,599</u>	<u>7,848,231</u>	<u>7,596,907</u>	<u>6,903,039</u>	<u>4,648,214</u>	<u>805,052</u>	<u>(3,365,640)</u>	<u>27,846,402</u>
EXPENSES								
Program Services	410,029	5,924,307	5,617,509	5,115,382	2,376,606	872,647	-	20,316,480
Management and General	2,955,147	1,339,222	1,388,145	1,345,071	779,253	908,971	(3,365,640)	5,350,169
Total Expenses	<u>3,365,176</u>	<u>7,263,529</u>	<u>7,005,654</u>	<u>6,460,453</u>	<u>3,155,859</u>	<u>1,781,618</u>	<u>(3,365,640)</u>	<u>25,666,649</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	45,423	584,702	591,253	442,586	1,492,355	(976,566)	-	2,179,753
WITH DONOR RESTRICTIONS REVENUES:								
Net Assets Released from Restriction	-	-	-	(39,000)	-	-	-	(39,000)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	-	-	-	(39,000)	-	-	-	(39,000)
CHANGE IN NET ASSETS	45,423	584,702	591,253	403,586	1,492,355	(976,566)	-	2,140,753
Net Assets - Beginning of Year	2,715,833	2,478,749	2,358,377	791,096	(4,442)	(1,647,246)	-	6,692,367
NET ASSETS - END OF YEAR	<u>\$ 2,761,256</u>	<u>\$ 3,063,451</u>	<u>\$ 2,949,630</u>	<u>\$ 1,194,682</u>	<u>\$ 1,487,913</u>	<u>\$ (2,623,812)</u>	<u>\$ -</u>	<u>\$ 8,833,120</u>

See accompanying Notes to Consolidated Financial Statements.

**NAVIGATOR SCHOOLS
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2023**

	Navigator Schools						Eliminations	Total
	CMO	Gilroy Prep	Hollister Prep	Watsonville Prep	Hayward Collegiate	407 Main St. LLC		
CASH FLOWS FROM OPERATING ACTIVITIES								
Change in Net Assets	\$ 45,423	\$ 584,702	\$ 591,253	\$ 403,586	\$ 1,492,355	\$ (976,566)	\$ -	\$ 2,140,753
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:								
Depreciation	4,698	48,746	25,762	5,794	80,387	291,097	-	456,484
Noncash Lease Expense	479	-	-	350,855	4,697	1,275,174	(350,855)	1,280,350
(Increase) Decrease in Assets:								
Accounts Receivable	(1,657,621)	(600,732)	(1,239,126)	(1,729,331)	(492,303)	(1,036,502)	-	(6,755,615)
Prepaid Expenses and Other Assets	(30,698)	70,885	46,706	92,412	(51,716)	-	-	127,589
Deferred Rent Asset	-	-	-	-	-	(350,855)	350,855	-
Increase (Decrease) in Liabilities:								
Accounts Payable and Accrued Liabilities	1,598,126	34,146	82,777	237,223	847,405	1,970,233	-	4,769,910
Deferred Revenue	250,000	(137,747)	492,628	523,993	151,875	-	-	1,280,749
Deferred Rent Liability	-	-	-	-	-	(957,330)	-	(957,330)
Net Cash Provided by Operating Activities	210,407	-	-	(115,468)	2,032,700	215,251	-	2,342,890
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchases of Property, Plant, and Equipment	(56,379)	-	-	-	(165,067)	(83,396)	-	(304,842)
Net Cash Used by Investing Activities	(56,379)	-	-	-	(165,067)	(83,396)	-	(304,842)
CASH FLOWS FROM FINANCING ACTIVITIES								
Proceeds from Notes Payable	-	-	-	-	138,586	-	-	138,586
Transfer of Notes Payable	(150,000)	-	-	150,000	-	-	-	-
Repayments of Notes Payable	-	-	-	(46,194)	(46,194)	-	-	(92,388)
Net Cash Provided by Financing Activities	(150,000)	-	-	103,806	92,392	-	-	46,198
CHANGE IN CASH AND CASH EQUIVALENTS	4,028	-	-	(11,662)	1,960,025	131,855	-	2,084,246
Cash and Cash Equivalents - Beginning of Year	5,978,251	-	-	-	-	331,866	-	6,310,117
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 5,982,279</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (11,662)</u>	<u>\$ 1,960,025</u>	<u>\$ 463,721</u>	<u>\$ -</u>	<u>\$ 8,394,363</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION								
Cash Paid for Interest	\$ -	\$ -	\$ -	\$ 11,450	\$ 1,725	\$ 568,055	\$ -	\$ 581,230

See accompanying Notes to Consolidated Financial Statements.

NAVIGATOR SCHOOLS
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2023

	Program Services	Management and General	Eliminations	Total Expenses
Salaries and Wages	\$ 10,852,522	\$ 2,484,325	\$ -	\$ 13,336,847
Pension Expense	1,220,191	144,061	-	1,364,252
Other Employee Benefits	1,737,071	320,301	-	2,057,372
Payroll Taxes	438,244	105,626	-	543,870
Management Fees	-	398,623	-	398,623
Legal Expenses	-	114,764	-	114,764
Accounting Expenses	-	52,026	-	52,026
Instructional Materials	288,225	-	-	288,225
Other Fees for Services	1,519,511	2,995,688	(2,561,395)	1,953,804
Advertising and Promotion Expenses	-	22,851	-	22,851
Office Expenses	282,872	312,392	-	595,264
Information Technology Expenses	864,963	98,618	-	963,581
Occupancy Expenses	1,969,649	113,671	(804,245)	1,279,075
Travel Expenses	107,875	194,764	-	302,639
Interest Expense	-	581,230	-	581,230
Depreciation Expense	-	456,487	-	456,487
Insurance Expense	-	62,794	-	62,794
Other Expenses	1,035,357	257,588	-	1,292,945
Subtotal	<u>20,316,480</u>	<u>8,715,809</u>	<u>(3,365,640)</u>	<u>25,666,649</u>
Eliminations	<u>-</u>	<u>(3,365,640)</u>	<u>3,365,640</u>	<u>-</u>
 Total Functional Expenses	 <u>\$ 20,316,480</u>	 <u>\$ 5,350,169</u>	 <u>\$ -</u>	 <u>\$ 25,666,649</u>

See accompanying Notes to Consolidated Financial Statements.

(9)

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Navigator Schools (Navigator Schools) is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools. The mission of Navigator is to develop students who are proficient or advanced on the California state standards test and to prepare them to excel in college and the workplace.

Navigator Schools is funded principally through state of California public education monies received through the California Department of Education. The charters may be revoked by the sponsors for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Navigator Schools Support Corporation (Support Corporation) is a California nonprofit public benefit corporation created to receive philanthropic donations to support Navigator Schools' operations and programs.

407 Main Street, LLC (LLC) was created for the exclusive purpose to hold title to property and provide real estate leases to Navigator Schools. The LLC is a single member limited liability company, where the Support Corporation is the sole member.

Contributions of Assets of Hayward Collegiate

As of July 1, 2022, Navigator School acquired an existing operating charter school, Hayward Collegiate. The inherent contribution received was measured as the excess of assets acquired over liabilities since there was no monetary consideration for the transfer, there is no noncontrolling interest in the acquired, and the acquisition was not achieved in stages. Assets acquired were identifiable and liabilities assumed, the excess of assets acquired over liabilities totaled \$1,741,290 on July 1, 2022.

Principles of Consolidation

The consolidated financial statements include the accounts of Navigator Schools, Support Corporation and its subsidiary, the LLC. Navigator Schools has both control and an economic interest in the Corporation. All significant intercompany accounts and transactions have been eliminated in consolidation. Unless otherwise noted, these consolidated entities are hereinafter referred to as "Navigator".

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting and accordingly, reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Use of Estimates

The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing Navigator's programs and other activities have been presented in the consolidated statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include Benefits, Payroll Taxes, and Pension which are allocated based on time and effort.

Cash and Cash Equivalents

Navigator defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2023. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost if purchased or at estimated fair value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the assets, ranging from 5 years to 10 years. Navigator capitalizes all expenditures for land, buildings, and equipment in excess of \$5,000.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by Navigator based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Property Tax Revenue

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. Santa Clara and San Benito Counties bill and collect property taxes for all taxing agencies within the Counties and distributes these collections to the various agencies. The sponsor agencies of Navigator Schools are required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when Navigator has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the consolidated statement of financial position. As of June 30, 2023, Navigator has conditional grants of \$4,943,746 of which \$1,866,817 is recognized as deferred revenue in the consolidated statement of financial position.

Other Revenue

Other revenue consists primarily of food service, spirit wear sales and field trip income. The performance obligation for providing food services, spirit wear sales and field trip income are simultaneously received and consumed by the students; therefore, the revenue is recognized at the point in time when the sale occurs.

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes

Navigator Schools and the Support Corporate are nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. Navigator Schools and the Support Corporate are subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. Navigator Schools and the Support Corporate files an exempt return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

407 Main Street, LLC is considered disregarded and therefore, exempt from the payment of income taxes. Additionally, the LLC has been granted exemption from the California state LLC fee under the California Revenue and Taxation Code.

Leases

Navigator leases office space, equipment, and school facilities. Navigator determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

ROU assets represent Navigators right to use an underlying asset for the lease term and lease liabilities represent Navigators obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, Navigator uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that Navigator will exercise that option. Navigators has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

Navigator has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

Navigators lease agreements do not contain any material residual value guarantees or material restrictive covenants.

NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

In evaluating contracts to determine if they qualify as a lease, Navigator considers factors such as if Navigator has obtained substantially all of the rights to the underlying asset through exclusivity, if Navigator can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, Navigator has elected to use a risk-free rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

Adoption of New Accounting Standards

In February 2016, the FASB issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The new standard increases transparency and comparability among organizations by requiring the recognition of ROU assets and lease liabilities on the statement of financial position. Most prominent of the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases. Under the standard, disclosures are required to meet the objective of enabling users of financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases.

Navigator adopted the requirements of the guidance effective July 1, 2022 and has elected to apply the provisions of this standard to the beginning of the period of adoption with certain practical expedients available.

Navigator has elected to adopt the package of practical expedients available in the year of adoption. Navigator has elected to adopt the available practical expedient to use hindsight in determining the lease term and in assessing impairment of Navigator's ROU assets.

Navigator elected the available practical expedients to account for existing capital leases and operating leases as finance leases and operating leases, respectively, under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard, (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

In addition, Navigator elected the hindsight practical expedient to determine the lease term for existing leases.

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adoption of New Accounting Standards (Continued)

As a result of the adoption of the new lease accounting guidance, Navigator recognized on July 1, 2022 a ROU asset at the carrying amount of the lease asset of \$10,169,478. Navigator also recognized on July 1, 2022 a lease liability of \$11,126,808, which represents the present value of the remaining lease payments discounted using the a risk-free rate of 3.07%.

The standard had a material impact on the statement of financial position but did not have an impact on the statement of activities, nor the statement of cash flows. The most significant impact was the recognition of ROU assets and lease liabilities for operating leases.

Evaluation of Subsequent Events

Navigator has evaluated subsequent events through REPORT DATE, the date these consolidated financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the consolidated statement of financial position date. Financial assets available for general expenditures comprise of the following:

Cash and Cash Equivalents	\$ 8,394,363
Accounts Receivable	6,193,704
Total	<u>\$ 14,588,067</u>

As part of its liquidity management plan, Navigator monitors liquidity required and cash flows to meet operating needs on a monthly basis. Navigator structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

Navigator maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. Navigator has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements is presented net of accumulated depreciation. Depreciation expense was \$456,487 for the year ended June 30, 2023.

The components of property, plant, and equipment as of June 30, 2023 are as follows:

	CMO	Gilroy Prep	Hollister Prep	Watsonville Prep	Hayward Collegiate	407 Main St. LLC	Total
Leasehold Improvements	\$ -	\$ 214,247	\$ 31,184	\$ -	\$ 157,902	\$ 8,849,370	\$ 9,252,703
Equipment, Furniture and Fixtures	56,379	358,558	247,136	28,972	7,165	10	698,220
Total	56,379	572,805	278,320	28,972	165,067	8,849,380	9,950,923
Less: Accumulated Depreciation	(4,698)	(454,616)	(169,126)	(19,155)	(80,387)	(524,549)	(1,252,531)
Total Property, Plant, and Equipment	\$ 51,681	\$ 118,189	\$ 109,194	\$ 9,817	\$ 84,680	\$ 8,324,831	\$ 8,698,392

NOTE 5 NOTES PAYABLE AND DEBT

CDE Loans:

On August 29, 2019, Navigator entered into a Charter School Revolving Loan (CDE Loan) with the California School Finance Authority, in the amount of \$250,000. The loan bears an interest rate of 2.04% and matures in April 2023. The first repayment is due in August 2020. The outstanding balance on the CDE loan as of June 30, 2023 was \$113,226.

As part of the acquisition of Hayward Collegiate, Navigator assumed liabilities of \$138,586 for a Charter School Revolving Loan (CDE Loan) with the California School Finance Authority, originally borrowed in the amount of \$250,000 in June 2019. The loan bears an interest rate of ranging from 1.88% to 2.37% and matures in January 2025. The first repayment is due in August 2020. The outstanding balance on the CDE loan as of June 30, 2023 was \$92,392.

PCSD Loan:

In January 2021, Navigator converted their promissory note with Pacific Charter School Development (PCSD Loan), a nonprofit organization, into a loan for \$1,400,000 for the Watsonville Prep Construction. The loan bears an interest rate of 2.50% and matures in December 2027 on which date a balloon payment will be made. The outstanding balance on the PCSD loan as of June 30, 2023 was \$1,400,000.

Civic Loan:

In January 2021, the LLC entered into a loan agreement with Civic Builders, LLC (Civic Loan) to fund the rehabilitation, renovation, and construction of improvements to the leased premises at 407 Main Street, to house the Watsonville Charter School facility. The aggregate principal amount of the loan is \$5,880,000 and contains two notes. Note A for the amount of \$4,664,242 at 5.10% interest is due in full on December 31, 2027. Note B for the amount of \$1,215,758 at 5.10% interest is due in full on January 1, 2051. The outstanding balance on Civic loan as of June 30, 2023 is \$5,880,000.

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 5 NOTES PAYABLE AND DEBT (CONTINUED)

Low Income Investment Fund Loan:

In January 2021, the LLC obtained a promissory note from the Low Income Investment Fund (LIIF Loan) up to the amount of \$1,545,758, which will be available once the revolving loan matures. The loan bears an interest rate of 5.75% and matures in **December 2027**. The outstanding balance on the LIIF Loan as of June 30, 2023 is \$1,545,758.

Future maturities under notes payable are as follows:

<u>Year Ended June 30,</u>	<u>CDE Loan</u>	<u>PCSD Loan</u>	<u>Civic Loan</u>	<u>LIIF Loan</u>	<u>Total</u>
2024	\$ 159,420	\$ -	\$ -	\$ 13,412	\$ 172,832
2025	46,198	-	-	26,578	72,776
2026	-	-	-	26,578	26,578
2027	-	-	-	26,578	26,578
2028	-	1,400,000	4,678,117	1,452,612	7,530,729
Thereafter	-	-	1,201,883	-	1,201,883
Total	<u>\$ 205,618</u>	<u>\$ 1,400,000</u>	<u>\$ 5,880,000</u>	<u>\$ 1,545,758</u>	<u>\$ 9,031,376</u>

NOTE 6 NET ASSETS WITH DONOR RESTRICTIONS

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose specified by the donors as follows for the years ended June 30:

Subject to Expenditures for Specified Purpose:	
Watsonville Instruction Partners Engagement	<u>\$ 39,000</u>

NOTE 7 OPERATING LEASES – ASC 842

Navigator leases equipment as well as certain operating and office facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through June 2051.

The following table provides quantitative information concerning Navigator’s lease for the year ended June 30, 2023:

Operating Lease Costs	<u>\$ 783,894</u>
Other Information:	
Operating Cash Flows from Operating Leases	460,873
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	10,298,576
Weighted-Average Remaining Lease Term - Operating Leases	27.2 Years
Weighted-Average Discount Rate - Operating	3.11%

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 7 OPERATING LEASES – ASC 842 (CONTINUED)

Navigator classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2023, is as follows:

Year Ending June 30,	Operating Leases
2024	\$ 567,855
2025	400,094
2026	524,170
2027	533,370
2028	531,600
Thereafter	14,595,012
Total Lease Payments	17,152,101
Less: Interest	(6,012,885)
Present Value of Lease Liabilities	\$ 11,139,216

As of June 30, 2023, Navigator has an additional operating copier lease that have not yet commenced of \$226 every quarter. The operating leases will commence in August 2023 with lease terms of 5 years.

NOTE 8 INTERCOMPANY LEASES

Navigator (Watsonville) leases a facility from the LLC. Total rental income and rental expense of \$804,244 were eliminated in the consolidated financial statements.

NOTE 9 FACILITIES USE AGREEMENTS

Navigator has various facilities use agreements. Navigator (Gilroy Prep) signed a facility use agreement with the Gilroy Unified School District. The agreement carries a term that coincides with Navigator’s charter. The agreement does not require Navigator to pay a lease amount for the use of the property, but instead Navigator pays a supervisory oversight fees at 3% of Navigator’s general purpose entitlement and categorical block grants. The supervisory oversight fees recorded for the year ended June 30, 2023 were \$160,400.

Navigator (Hollister Prep) signed a facility agreement with Hollister Unified School District starting July 1, 2013 which requires Navigator to pay 3% of Hollister Prep School’s general purpose entitlement and categorical block grants for the property. The supervisory oversight fees recorded for the year ended June 30, 2023 were \$145,704.

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 10 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under a multiemployer defined benefit pension plan maintained by agencies of the state of California.

The risks of participating in this multiemployer defined benefit pension plan is different from single employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if Navigator chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. Navigator has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

Navigator Schools contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2022 total STRS plan net assets are \$300 billion, the total actuarial present value of accumulated plan benefits is \$434 billion, contributions from all employers totaled \$6.513 billion, and the plan is 74.4% funded. Navigator Schools did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

**NAVIGATOR SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 8 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. Navigator Schools is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

Navigator School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2021	\$ 878,941	100%
2022	\$ 1,056,992	100%
2023	\$ 1,361,986	100%

NOTE 11 CHARTER MANAGEMENT ORGANIZATION

Navigator charges CMO fees of \$2,561,395 to each charter for management services performed during the year. Navigator (Gilroy Prep) paid CMO fees of \$770,350 for the year ended June 30, 2023. Navigator (Hollister Prep) paid CMO fees of \$800,895 for the year ended June 30, 2023. Navigator (Watsonville Prep) paid CMO fees of \$696,926 for the year ended June 30, 2023. Navigator (Hayward Collegiate) paid CMO fees of \$293,224. These fees were eliminated in the consolidated financial statements.

NOTE 12 CONTINGENCIES, RISKS, AND UNCERTAINTIES

Navigator has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, management believes that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

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**NAVIGATOR SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT - UNAUDITED)**

Navigator Schools operates Gilroy Prep School, Hollister Prep School and Watsonville Prep School. Navigator is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools.

Navigator Schools began serving students at Gilroy Prep in August 2011 and the charter school is sponsored by the Gilroy Unified School District. Gilroy Prep charter school number authorized by the state: 1278.

Navigator Schools began serving students at Hollister Prep in August 2013 and the charter school is sponsored by the Hollister Unified School District. Hollister Prep charter school number authorized by the state: 1507.

Navigator Schools began serving students at Watsonville Prep in August 2019 and the charter school is sponsored by State Board of Education - Watsonville Prep. Watsonville Prep charter school number authorized by the state: 2032.

The board of directors and the administrators as of the year ended June 30, 2023 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
John Flaherty	Chair	June 2024
Ian Connell	Secretary	June 2024
Victor Paredes-Colonia	Treasurer	June 2023
JP Anderson	Member	June 2024
Claire Grisson	Member	June 2024
Chuck Daggs	Member	June 2025
Shara Hegde	Member	June 2025
Alfred Morikang	Member	June 2024
Jaime Quiroga	Member	June 2024

ADMINISTRATORS

Kevin Sved	Chief Executive Officer (As of June 30, 2023)
Caprice Young	Chief Executive Officer (As of July 1, 2023)
Ami Ortiz	Director of Business and Finance

**NAVIGATOR SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2023**

	Instructional Minutes		Credited Minutes J-13A Certification	Total Actual Plus Credited Minutes	Traditional Calendar Days	Credited J-13A	Total Actual Plus Credited Days	Status
	Requirement	Actual						
Gilroy Prep:								
Kindergarten	36,000	58,110	-	58,110	178	-	178	In Compliance
Grade 1	50,400	65,270	-	65,270	178	-	178	In Compliance
Grade 2	50,400	65,270	-	65,270	178	-	178	In Compliance
Grade 3	50,400	65,270	-	65,270	178	-	178	In Compliance
Grade 4	54,000	65,270	-	65,270	178	-	178	In Compliance
Grade 5	54,000	65,270	-	65,270	178	-	178	In Compliance
Grade 6	54,000	54,695	-	54,695	178	-	178	In Compliance
Grade 7	54,000	54,695	-	54,695	178	-	178	In Compliance
Grade 8	54,000	54,695	-	54,695	178	-	178	In Compliance
Hollister Prep:								
Kindergarten	36,000	58,750	-	58,750	178	-	178	In Compliance
Grade 1	50,400	61,450	-	61,450	178	-	178	In Compliance
Grade 2	50,400	61,450	-	61,450	178	-	178	In Compliance
Grade 3	50,400	59,670	-	59,670	178	-	178	In Compliance
Grade 4	54,000	59,670	-	59,670	178	-	178	In Compliance
Grade 5	54,000	59,670	-	59,670	178	-	178	In Compliance
Grade 6	54,000	61,745	-	61,745	178	-	178	In Compliance
Grade 7	54,000	61,150	-	61,150	178	-	178	In Compliance
Grade 8	54,000	61,150	-	61,150	178	-	178	In Compliance
Watsonville Prep:								
Transitional Kindergarten	36,000	53,340	2,190	55,530	172	7	179	In Compliance
Kindergarten	36,000	53,340	2,190	55,530	172	7	179	In Compliance
Grade 1	50,400	57,360	2,360	59,720	172	7	179	In Compliance
Grade 2	50,400	59,720	2,360	62,080	172	7	179	In Compliance
Grade 3	50,400	59,720	2,360	62,080	172	7	179	In Compliance
Grade 4	54,000	59,085	2,435	61,520	172	7	179	In Compliance
Grade 5	54,000	59,085	2,435	61,520	172	7	179	In Compliance

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**NAVIGATOR SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME (CONTINUED)
YEAR ENDED JUNE 30, 2023**

	<u>Instructional Minutes</u>		<u>Credited Minutes J-13A Certification</u>	<u>Total Actual Plus Credited Minutes</u>	<u>Traditional Calendar Days</u>	<u>Credited J-13A</u>	<u>Total Actual Plus Credited Days</u>	<u>Status</u>
	<u>Requirement</u>	<u>Actual</u>						
Hayward Collegiate								
Transitional Kindergarten	36,000	69,840	-	69,840	180	-	180	In Compliance
Kindergarten	36,000	69,840	-	69,840	180	-	180	In Compliance
Grade 1	50,400	66,080	-	66,080	180	-	180	In Compliance
Grade 2	50,400	66,080	-	66,080	180	-	180	In Compliance
Grade 3	50,400	66,080	-	66,080	180	-	180	In Compliance
Grade 4	54,000	66,450	-	66,450	180	-	180	In Compliance

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See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**NAVIGATOR SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2023**

	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
Gilroy Prep:				
K-3	220.03	220.03	221.03	221.03
Grades 4-6	167.37	167.37	167.63	167.63
Grades 7-8	110.63	110.63	110.71	110.71
ADA Totals	<u>498.03</u>	<u>498.03</u>	<u>499.37</u>	<u>499.37</u>
Hollister Prep:				
K-3	220.50	220.50	221.25	221.25
Grades 4-6	168.34	168.34	168.20	168.20
Grades 7-8	105.91	105.91	106.25	106.25
ADA Totals	<u>494.75</u>	<u>494.75</u>	<u>495.70</u>	<u>495.70</u>
Watsonville Prep:				
TK/K-3	237.49	237.49	242.22	242.22
Grades 4-6	112.61	112.61	112.34	112.34
ADA Totals	<u>350.10</u>	<u>350.10</u>	<u>354.56</u>	<u>354.56</u>
Hayward Collegiate				
TK/K-3	117.56	117.56	117.92	117.92
Grades 4-6	23.59	23.59	23.71	23.71
ADA Totals	<u>141.15</u>	<u>141.15</u>	<u>141.63</u>	<u>141.63</u>

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See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**NAVIGATOR SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

	<u>Gilroy Prep</u>	<u>Hollister Prep</u>	<u>Watsonville</u>	<u>Hayward Collegiate</u>
June 30, 2023 Annual Financial Report Fund Balances (Net Assets)	\$ 3,489,039	\$ 3,194,648	\$ 1,777,079	\$ 1,513,527
Adjustments and Reclassifications:				
Increase (Decrease) of Fund Balance (Net Assets):				
Cash and Cash Equivalents	-	-	(1,281,367)	-
Accounts Receivable	1,521,453	1,850,867	1,603,876	13,359
Prepaid Expenses and Other Assets	1,848	(61)	-	(292)
Property, Plant, and Equipment, Net	(1,846)	-	9,817	-
Operating Right-of-Use Asset	44,731	44,731	10,462,903	183,565
Accounts Payable and Accrued Liabilities	(160,331)	272,954	(39,875)	(766,181)
Notes Payable, Current Portion	-	-	(113,226)	(46,194)
Deferred Revenue	(201,156)	(621,870)	(523,993)	(151,875)
Notes Payable	(1,585,556)	(1,746,908)	113,226	930,266
Operating Lease Liabilities	(44,731)	(44,731)	(10,813,758)	(188,262)
Net Adjustments and Reclassifications	<u>(425,588)</u>	<u>(245,018)</u>	<u>(582,397)</u>	<u>(25,614)</u>
June 30, 2023 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 3,063,451</u>	<u>\$ 2,949,630</u>	<u>\$ 1,194,682</u>	<u>\$ 1,487,913</u>

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**NAVIGATOR SCHOOLS
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2023**

Federal Grantor / Pass-Through Grantor Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification					Total
				Gilroy Prep	Hollister Prep	Watsonville Prep	Hayward Collegiate	
U.S. Department of Education								
Pass-Through Program from California Department of Education:								
Every Child Succeeds Act, Part A								
Title I, Basic Grants:Low-Income and Neglected	84.010	14329		\$ 94,713	\$ 101,581	\$ 90,412	\$ 36,164	\$ 322,870
Title II, Improving Teacher Quality	84.367	14341		13,683	16,318	11,632	5,318	46,951
Title III, Limited English Proficiency	84.365	14346		19,821	22,482	24,078	-	66,381
Title IV, Student Support and Academic Enrichment	84.424	15391		10,000	10,000	10,000	10,000	40,000
Special Education Cluster - IDEA Basic Local Assistance	84.027	13379		78,541	79,277	45,218	20,699	223,735
Total Special Education Cluster				78,541	79,277	45,218	20,699	223,735
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):								
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	COVID-19	37,745	35,689	10,317	78,193	161,944
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	COVID-19	68,321	74,770	55,589	48,603	247,283
Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve	84.425D	15618	COVID-19	10,139	10,626	8,922	11,530	41,217
Expanded Learning Opportunities (ELO) Grant GEER II	84.425C	15619	COVID-19	7,423	18,173	10,092	2,646	38,334
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425U	15620	COVID-19	26,974	28,973	4,095	7,516	67,558
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss	84.425U	15621	COVID-19	31,451	36,522	-	12,956	80,929
Total Coronavirus Aid, Relief, and Economic Security Act				182,053	204,753	89,015	161,444	637,265
Total U.S. Department of Education				398,811	434,411	270,355	233,625	1,337,202
U.S. Department of Agriculture								
Pass-Through Program from California Department of Education:								
Child Nutrition Cluster: National School Lunch Program	10.555	N/A		179,471	-	170,061	73,541	423,073
Total Child Nutrition Cluster				179,471	-	170,061	73,541	423,073
Total U.S. Department of Agriculture				179,471	-	170,061	73,541	423,073
Total Federal Expenditures				\$ 578,282	\$ 434,411	\$ 440,416	\$ 307,166	\$ 1,760,275

N/A - Pass-through entity number not readily available or not applicable.

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**NAVIGATOR SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2023**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by Navigator and whether Navigator complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of Navigator Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED CONSOLIDATED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Navigator Schools under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of Navigator Schools, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of Navigator Schools.

NOTE 5 INDIRECT COST RATE

Navigator has elected to use a rate other than the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF CONSOLIDATED FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Navigator Schools
Gilroy, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Navigator Schools (Navigator), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2023, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered Navigator's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of Navigator's internal control. Accordingly, we do not express an opinion on the effectiveness of Navigator's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of Navigator's consolidated financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Board of Directors
Navigator Schools

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Navigator's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Navigator's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Navigator's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

Draft - For Discussion Only

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM, AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDE**

Board of Directors
Navigator Schools
Gilroy, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Navigator Schools' (Navigator) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Navigator's major federal programs for the year ended June 30, 2023. Navigator's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Navigator complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Navigator and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Navigator's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Navigator's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Navigator's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Navigator's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Navigator's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Navigator's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Navigator's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as items 2023-001. Our opinion on each major federal program is not modified with respect to these matters.

Board of Directors
Navigator Schools

Government Auditing Standards requires the auditor to perform limited procedures on Navigator's response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. Navigator's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of Navigator is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Navigator's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Navigator's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Navigator Schools
Gilroy, California

Report on Compliance

Opinion on State Compliance

We have audited Navigator Schools' (Navigator) compliance with the types of compliance requirements applicable to Navigator described in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2023. Navigator's applicable state compliance requirements are identified in the table below.

In our opinion, Navigator complied, in all material respects, with the compliance requirements referred to above that are applicable to Navigator for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Navigator and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of Navigator's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Navigator's state programs.

Board of Directors
Navigator Schools

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Navigator's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Navigator's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Navigator's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Navigator's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of Navigator's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors
Navigator Schools

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine Navigator’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable ¹
After/Before School Education and Safety Program	Not Applicable ²
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable ³
Immunizations	Not Applicable ⁴
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Not Applicable ⁵
Transitional Kindergarten	Yes ⁶
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable ⁷
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable ⁸
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes ⁹

Not Applicable¹: Navigator did not have any expenditures for California Clean Energy Jobs Act in the year under audit or a completed project between 12 and 15 months prior to any month in the audit year.

Not Applicable²: Navigator did not operate an after or before school program component of this grant.

Not Applicable³: Navigator did not report ADA pursuant to Education Code section 51749.5.

Not Applicable⁴: Navigator did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable⁵: Navigator did not receive a CTEIG allocation for the audit year.

Yes⁶: Transitional kindergarten applicable to only Navigator (Watsonville) and (Hayward Collegiate). Navigator (Gilroy) and (Hollister) did not report ADA for the audit year for transitional kindergarten.

Not Applicable⁷: Navigator did not report ADA to the CDE as generated through nonclassroom-based instruction (independent study).

Board of Directors
Navigator Schools

Not Applicable⁸: Navigator did not report more than 20% of its ADA as generated through nonclassroom-based instruction (independent study).

Yes⁹: Charter School Facility Grant Program applicable to only Navigator (Watsonville) and (Hayward Collegiate). Navigator (Gilroy) and (Hollister) did not receive Charter School Facility Grant Program funding for the year audited.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**NAVIGATOR SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

Section I – Summary of Auditors’ Results

Consolidated Financial Statements

- 1. Type of auditors’ report issued: Unmodified
- 2. Internal control over financial reporting:
 - Material weakness(es) identified? yes no
 - Significant deficiency(ies) identified? yes none reported
- 3. Noncompliance material to financial statements noted? yes no

Federal Awards

- 1. Internal control over major federal programs:
 - Material weakness(es) identified? yes no
 - Significant deficiency(ies) identified? yes none reported
- 2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
- 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? yes no

Identification of Major Federal Programs

Assistance Listing Number(s)	Name of Federal Program or Cluster
84.425C	Expanded Learning Opportunities (ELO) Grant GEER II
84.425D	Elementary and Secondary School Emergency Relief (ESSER) II & ELO ESSER II State Reserve
84.425U	ESSER III, ESSER III: Learning Loss, ESSER III: Emergency Needs & ELO ESSER III State Reserve: Learning Loss

Dollar threshold used to distinguish between Type A and Type B programs: \$ 750,000

Auditee qualified as low-risk auditee? yes no

**NAVIGATOR SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Consolidated Financial Statement Findings

2023-001 Internal Controls Relating to Financial Close and Reporting Process 30000

Type of finding: Material weakness in internal controls over financial close and reporting process, related to adjustments made for revenue, accounts receivables, deferred revenue, cash, beginning net assets, and interest expenses.

Condition: During the course of our audit, we experienced significant delays in completing and issuing the audit report due to the financial close and reporting process. A total of 13 adjustments were posted after the trial balance was received which were audit adjustments. The client also provide closing entries.

Criteria of specific requirement: The financial close and reporting process should include review of financial information by resource codes and supporting schedules to ensure proper recording of all transactions in accordance with GAAP.

Context: Navigator did not record revenue, accounts receivables, and deferred revenues consistently with GAAP. Cash related to the LLC and interest expenses was not reconciled, which overstated cash and understated interest expense. Beginning net assets did not reconcile to prior year’s audit report, as a result of entries adjusted after the close.

Effect: Significant delays in completing and issuing the audit report by the state deadline.

Cause: Staffing shortages and issues in recording transactions based on resource codes to reconcile the general ledger to supporting schedules.

**NAVIGATOR SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

Section II – Consolidated Financial Statement Findings (Continued)

2023-001 Internal Controls Relating to Financial Close and Reporting Process (Continued) 30000

Repeat finding: Not a repeat finding.

Recommendation: We recommend that Navigator update its year-end closing procedures to include additional review to ensure all transactions are accounted by resource codes in accordance with GAAP.

View of Responsible Officials and Corrective Action Plan: Navigator will implement additional review processes to ensure transactions by resources codes are recorded according to GAAP standards.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – State Compliance Finding

There were no findings or questioned costs related to state awards for June 30, 2023.

**NAVIGATOR SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2023**

There were no findings and questioned costs related to the basic consolidated financial statements, federal, or state awards for the prior year.

Draft - For Discussion Only

Coversheet

Financial Update

Section: III. Finance
Item: B. Financial Update
Purpose: FYI
Submitted by:
Related Material: NS Financial Report 2.13.2024.pdf



Board of Directors Meeting
 Finance update
 February 13, 2024

The enclosed financial information covers Navigator Schools fiscal year 2023-2024 for the period ending December 31, 2023. The following financial information is noted for the purposes of the Board of Directors meeting held on February 13, 2024.

Financial highlights

Consolidated Activities	2023-2024 Budgeted Net Income/(Loss)	2023-2024 Projected Net Income/(Loss)
Charter Management Organization (CMO)	(\$ 373,823)	(\$972,164)
Gilroy Prep School (GPS)	(\$ 91,573)	(\$33,092)
Hollister Prep School (HPS)	\$ 32,603	\$692,927
Hayward Collegiate School (HCS)	(\$353,708)	(\$491,309)
Watsonville Prep School (WPS)	\$706,916	\$1,046,535
Consolidated Total	(\$ 79,585)	\$242,897

Cash balances

Cash balance as of 1/31/2024 (includes reserves)	\$ 5,128,144
Actual expenditures thru Dec 2023-Schools only	\$ 14,669,109
Projected Expenditures	\$ 27,136,614
Remaining expenditures Jan23-Jun24	\$ 12,467,505
Number of Months Cash on Hand	2.47

Compensation Review Project

With our commitment to maintaining a high-performing workforce and remaining competitive in the market, we previously reported that we initiated a comprehensive analysis of staff compensation. The review aims to address concerns regarding compensation competitiveness, internal equity, alignment with job duties, and retention. So far, our Paraprofessional and SGI positions have been adjusted, and the remaining hourly staff positions are being reviewed and will be adjusted accordingly within Q3.

- The contemplated increases are included in our projections for the 2023-24 fiscal year.

Additionally, the compensation review includes our leadership staff and other positions needed to strengthen our support services for growth planning.

School Highlights

- The Books & Supplies, and Services & Other Operating Expenses are trending on target against year-end projections for all schools.

CMO

- Salary and Benefits have an unfavorable variance of \$257,504 due to the addition of staff positions needed to support operations. Positions include Talent Recruiter (new hire), Data Clerk (new hire), Development Officer (current search), and Communications Manager (transfer from HPS).
- Services & Other Operating Expenses - have an unfavorable variance of \$270,229. This increase includes costs not included in the original budget approval because they were not contemplated during the budget period in June 2023. However, the increases are necessary to support the implementation and improvements in operating activities. The increases include additional costs for:
 - Legal fees \$60k,
 - Communications/Public Relations support \$90k,
 - Leadership and board retreat planning \$66k,
 - Budget management software \$21k,
 - Other tech and support services \$33k.

GPS

- Salary and Benefits have a favorable variance of \$58,481 based on payroll projections that also include compensation adjustments.

HPS

- Salary and Benefits have a favorable variance of \$660,324 based on payroll projections that also include compensation adjustments.

HCS

- Salary and Benefits have an unfavorable variance of \$137,601 based on payroll projections that also include compensation adjustments.

WPS

- Salary and Benefits have a favorable variance of \$339,619 based on payroll projections that also include compensation adjustments.

**Navigator Schools
Budget vs. Actuals
For Period Ending December 31, 2023**

	Consolidated Budget vs. Actuals				GPS Budget vs. Actuals				HPS Budget vs. Actuals			
	2023-24 Board Approved Budget	2023-24 YTD Actuals	2023-24 Projection	2023-24 \$ Variance to Budget	2023-24 Board Approved Budget	2023-24 YTD Actuals	2023-24 Projection	2023-24 \$ Variance to Budget	2023-24 Board Approved Budget	2023-24 YTD Actuals	2023-24 Projection	2023-24 \$ Variance to Budget
Enrollment	1741	1745	1755		540	540	540		540	535	540	
REVENUE:												
LCFF Revenue	\$ 21,115,186	\$ 5,260,836	\$ 21,115,186	\$ -	\$ 6,089,066	\$ 2,036,449	\$ 6,089,066	\$ -	\$ 6,350,849	\$ 775,013	\$ 6,350,849	\$ -
Federal Revenue	2,810,272	446,751	2,810,272	-	850,802	181,909	850,802	-	669,006	82,454	669,006	-
Other State Revenue	4,309,919	1,311,380	4,309,919	-	1,091,413	480,185	1,091,413	-	1,091,705	219,393	1,091,705	-
Donations & Grants	567,000	744,028	567,000	-	7,500	3,865	7,500	-	7,500	-	7,500	-
Other Local Revenue	94,300	23,847	94,300	-	20,000	15,762	20,000	-	20,000	930	20,000	-
Rental Income	2,956,126	1,478,095	2,956,126	-	-	-	-	-	-	-	-	-
CMO Management Fees		(66,900)	-									
Total Revenue	31,852,802	9,198,037	31,852,802	-	8,058,781	2,718,170	8,058,781	-	8,139,060	1,077,790	8,139,060	-
EXPENDITURES:												
Salaries	16,832,998	8,545,306	16,376,668	(456,330)	4,244,656	2,183,183	4,199,101	(45,555)	4,306,298	2,085,501	3,788,733	(517,565)
Benefits & Taxes	4,571,516	2,464,297	4,435,134	(136,383)	1,204,412	637,935	1,191,486	(12,926)	1,187,798	663,336	1,045,039	(142,759)
Books & Supplies	1,977,292	931,569	1,977,292	-	514,244	258,969	514,244	-	359,805	93,380	359,805	-
Services & Other Operating Expense	5,248,721	4,333,963	5,518,950	270,229	1,223,339	893,149	1,223,339	-	1,318,437	684,945	1,318,437	-
CMO Management Fees	2,956,126	1,478,094	2,956,126	-	852,469	426,235	852,469	-	889,119	444,559	889,119	-
Capital Outlay	345,734	-	345,734	-	111,234	-	111,234	-	45,000	-	45,000	-
Total Expenditures	31,932,387	17,753,229	31,609,904	(322,483)	8,150,354	4,399,471	8,091,873	(58,481)	8,106,458	3,971,721	7,446,133	(660,324)
Revenue Less Expenditures	(79,585)	(8,555,192)	242,898	322,483	(91,573)	(1,681,301)	(33,092)	58,481	32,603	(2,893,931)	692,927	660,324
GAAP Adjustments:												
Revenue Less Expenditures	(79,585)	(8,555,192)	242,898	322,483	(91,573)	(1,681,301)	(33,092)	58,481	32,603	(2,893,931)	692,927	660,324
Add back Capital Outlay to Net income*	345,734	-	-	(345,734)	111,234	-	-	(111,234)	45,000	-	-	(45,000)
Subtract Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-
Net Income /(Loss)	266,149	(8,555,192)	242,898	(23,251)	19,661	(1,681,301)	(33,092)	(52,753)	77,603	(2,893,931)	692,927	615,324
Beginning Net Assets	11,352,638	11,352,638	11,352,638		2,523,207	2,523,207	2,523,207		2,612,729	2,612,729	2,612,729	
Net Income /(Loss)	266,149	(8,555,192)	242,898		19,661	(1,681,301)	(33,092)		77,603	(2,893,931)	692,927	
Ending Net Assets*	\$ 11,618,787	\$ 2,797,446	\$ 11,595,536		\$ 2,542,868	\$ 841,906	\$ 2,490,115		\$ 2,690,332	\$ (281,202)	\$ 3,305,656	

**Navigator Schools
Budget vs. Actuals
For Period Ending December 31, 2023**

	WPS				HC				CMO				407 Main Street LLC			
	Budget vs. Actuals				Budget vs. Actuals				Budget vs. Actuals				Budget vs. Actuals			
	2023-24 Board Approved Budget	2023-24 YTD Actuals	2023-24 Projection	2023-24 \$ Variance to Budget	2023-24 Board Approved Budget	2023-24 YTD Actuals	2023-24 Projection	2023-24 \$ Variance to Budget	2023-24 Board Approved Budget	2023-24 YTD Actuals	2023-24 Projection	2023-24 \$ Variance to Budget	2023-24 Board Approved Budget	2023-24 YTD Actuals	2023-24 Projection	2023-24 \$ Variance to Budget
Enrollment	460	464	468		201	206	207									
REVENUE:																
LCFF Revenue	\$ 6,097,286	\$ 2,029,365	\$ 6,097,286	\$ -	\$ 2,577,985	\$ 420,009	\$ 2,577,985	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue	957,910	92,356	957,910	-	332,553	90,032	332,553	-	-	-	-	-	-	-	-	-
Other State Revenue	1,471,168	441,692	1,471,168	-	655,633	170,110	655,633	-	-	-	-	-	-	-	-	-
Donations & Grants	1,500	150	1,500	-	50,500	180,000	50,500	-	500,000	560,013	500,000	-	-	-	-	-
Other Local Revenue	7,300	4,233	7,300	-	2,000	-	2,000	-	45,000	2,922	45,000	-	-	-	-	-
Rental Income	-	-	-	-	-	-	-	-	2,956,126	1,478,095	2,956,126	-	-	-	-	-
CMO Management Fees		(156,532)												89,632		
Total Revenue	8,535,164	2,411,264	8,535,164	-	3,618,671	860,151	3,618,671	-	3,501,126	2,041,030	3,501,126	-	-	89,632	-	-
EXPENDITURES:																
Salaries	3,628,039	1,877,674	3,363,657	(264,382)	2,030,826	997,242	2,144,495	113,669	2,623,179	1,401,706	2,880,683	257,504	-	-	-	-
Benefits & Taxes	1,032,457	542,253	957,220	(75,237)	427,571	279,702	451,503	23,932	719,278	341,071	789,886	70,608	-	-	-	-
Books & Supplies	612,576	310,645	612,576	-	444,517	208,872	444,517	-	46,150	59,535	46,150	-	-	168	-	-
Services & Other Operating Expense	1,676,556	1,068,510	1,676,556	-	544,047	405,719	544,047	-	486,342	699,643	756,571	270,229	-	581,997	-	-
CMO Management Fees	853,620	426,810	853,620	-	360,918	180,490	360,918	-	-	-	-	-	-	-	-	-
Capital Outlay	25,000	-	25,000	-	164,500	-	164,500	-	-	-	-	-	-	-	-	-
Total Expenditures	7,828,248	4,225,892	7,488,629	(339,619)	3,972,379	2,072,025	4,109,980	137,601	3,874,949	2,501,955	4,473,290	598,341	-	582,165	-	-
Revenue Less Expenditures	706,916	(1,814,628)	1,046,536	339,619	(353,708)	(1,211,874)	(491,309)	(137,601)	(373,823)	(460,925)	(972,163)	(598,341)	-	(492,533)	-	-
GAAP Adjustments:																
Revenue Less Expenditures	706,916	(1,814,628)	1,046,536	339,619	(353,708)	(1,211,874)	(491,309)	(137,601)	(373,823)	(460,925)	(972,163)	(598,341)	-	(492,533)	-	-
Add back Capital Outlay to Net income*	25,000	-	-	25,000	164,500	-	-	(164,500)	-	-	-	-	-	-	-	-
Subtract Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income /(Loss)	731,916	(1,814,628)	1,046,536	314,619	(189,208)	(1,211,874)	(491,309)	(302,101)	(373,823)	(460,925)	(972,163)	(598,341)	-	(492,533)	-	-
Beginning Net Assets	1,694,212	1,694,212	1,694,212		2,009,910	2,009,910	2,009,910		2,512,580	2,512,580	2,512,580		2,512,580	2,512,580	2,512,580	
Net Income /(Loss)	731,916	(1,814,628)	1,046,536		(189,208)	(1,211,874)	(491,309)		(373,823)	(460,925)	(972,163)		-	(492,533)	-	
Ending Net Assets*	\$ 2,426,128	\$ (120,416)	\$ 2,740,748		\$ 1,820,702	\$ 798,036	\$ 1,518,601		\$ 2,138,757	\$ 2,051,655	\$ 1,540,417		\$ 2,512,580	\$ 2,020,047	\$ 2,512,580	

Coversheet

Audit Committee

Section: IV. Committees
Item: A. Audit Committee
Purpose: Vote
Submitted by:
Related Material: Navigator Board Resolution BR 2024-10.pdf

BOARD RESOLUTION BR 2024-10

February 15, 2024

RESOLUTION TO CREATE AN AUDIT COMMITTEE

RECITALS:

WHEREAS, subject to the provisions and limitation of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, Navigator Schools' corporate activities and affairs shall be managed, and all corporate power shall be exercised, by or under the direction of the Board of Directors.

WHEREAS, pursuant to its bylaws, the Navigator Schools Board of Directors may delegate the management of Navigator Schools' corporate activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

WHEREAS, the Navigator Schools Board of Directors that it is in the best interests of the corporation to create its Audit Committee to perform regular the ordinary and functions of an audit committee, said duties being the recommendation to the Governing Board the retention or termination of the auditor, the negotiation of the audit fee on behalf of the Governing Board, meet and confer with auditor(s) to satisfy the audit committee members that Navigator's financial affairs are in order, and to review the audit and determine whether to accept it.

RESOLUTION:

NOW THEREFORE, IT IS HEREBY RESOLVED THAT:

1. The Navigator Schools Board of Directors hereby grants authority to create its Audit Committee to perform regular the ordinary and functions of an audit committee, said duties being the recommendation to the Governing Board the retention or termination of the auditor, the negotiation of the audit fee on behalf of the Governing Board, meet and confer with auditor(s) to satisfy the audit committee members that Navigator's financial affairs are in order, and to review the audit and determine whether to accept it.
2. The initial Audit Committee shall be composed of the following members of the Navigator Schools Board of Directors: Claire Grissom (Chair), Ian Connell, and Shara Hegde.
3. The Navigator Schools Board of Directors hereby directs the Chief Executive Officer & Superintendent (or designee) to take all steps necessary to effectuate this resolution.

PASSED AND ADOPTED by the Navigator Schools Board of Directors at its meeting held on February 15, 2024 at which a quorum was present, in the City of Gilroy, County of Santa Clara County, State of California.

The Board Secretary certifies that this resolution was adopted at the Board of Directors meeting for which a quorum was present, on said date and at said location.

Signature of Secretary

Date

Tomislav Peraic
Secretary, Navigator Schools, a California Nonprofit Public Benefit Corporation

Coversheet

Governance Committee Authority

Section: IV. Committees
Item: B. Governance Committee Authority
Purpose: Vote
Submitted by:
Related Material: Navigator Board Resolution BR 2024-9.pdf

BOARD RESOLUTION BR 2024-09

February 15, 2024

AUTHORITY TO GOVERNANCE COMMITTEE TO APPROVE AND RATIFY CONTRACTS

RECITALS:

WHEREAS, subject to the provisions and limitation of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, Navigator Schools' corporate activities and affairs shall be managed, and all corporate power shall be exercised, by or under the direction of the Board of Directors.

WHEREAS, pursuant to its bylaws, the Navigator Schools Board of Directors may delegate the management of Navigator Schools' corporate activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

WHEREAS, the Navigator Schools Board of Directors regular board meetings are held bi-monthly, and the Board believes that it is in the best interests of the corporation to grant authority to its Governance Committee to approve and ratify contracts that arise during interim periods between regular board meetings and in the course and scope of regular and ordinary business.

RESOLUTION:

NOW THEREFORE, IT IS HEREBY RESOLVED THAT:

1. The Navigator Schools Board of Directors hereby grants authority to its Governance Committee to approve and ratify contracts that arise during interim periods between regular board meetings and in the course and scope of regular and ordinary business.
2. The Navigator Schools Board of Directors hereby directs the Chief Executive Officer & Superintendent (or designee) to take all steps necessary to effectuate this resolution.

PASSED AND ADOPTED by the Navigator Schools Board of Directors at its meeting held on February 15, 2024 at which a quorum was present, in the City of Gilroy, County of Santa Clara County, State of California.

The Board Secretary certifies that this resolution was adopted at the Board of Directors meeting for which a quorum was present, on said date and at said location.

Signature of Secretary

Date

Tomislav Peraic

Secretary, Navigator Schools, a California Nonprofit Public Benefit Corporation

Coversheet

Report out from Academic Committee

Section: IV. Committees
Item: C. Report out from Academic Committee
Purpose: FYI
Submitted by:
Related Material: Board Report 2-2024.pdf

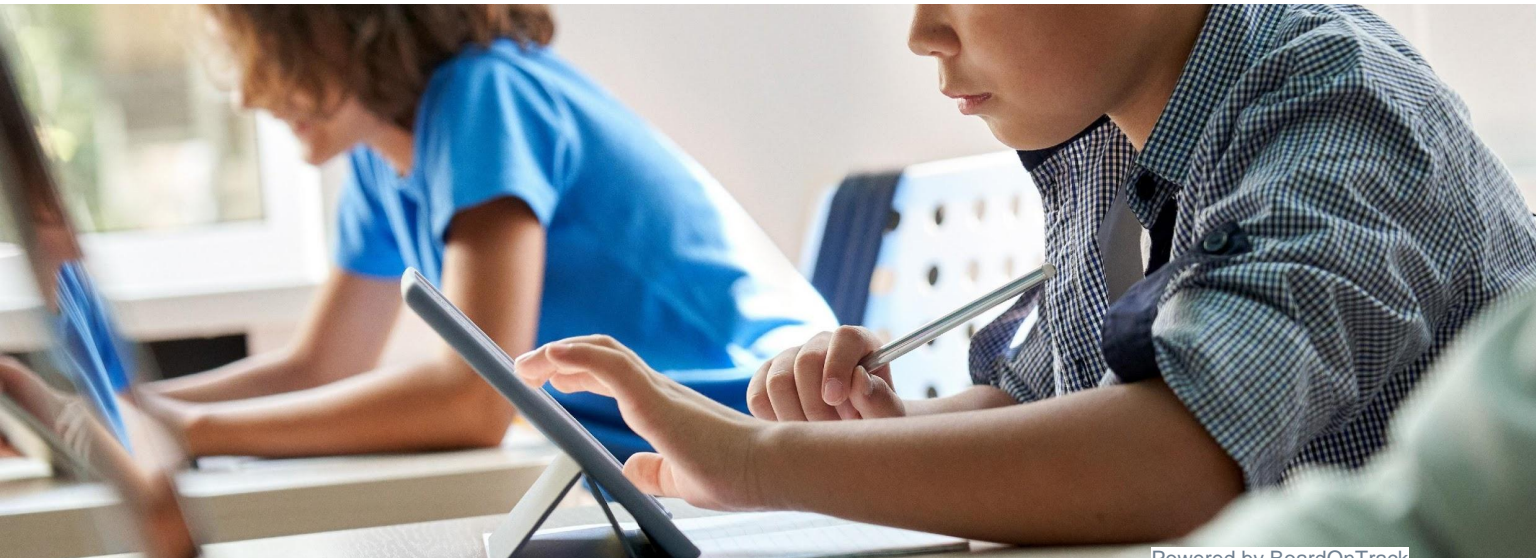


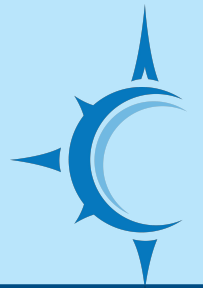
Executive Summary – JD

Navigator classrooms showed moderate gains again in Q2 data, especially in math. Large initiatives include prepping for the addition of additional TK classrooms across the network and an adoption of ELA for K-5.

Today's Topics:

1. Q2 STAR Subgroup data (James)
2. Transitional Kindergarten (Crystal)
3. Update on Special Ed (Tina)
4. ELA Adoption Process (Crystal)





Navi TK Vision

Navigator Transitional Kindergarten is a developmentally appropriate program designed to be the first half of a two-year kindergarten sequence. Recognizing the diverse needs of the four year-old, TK students find a nurturing “second home” in their classroom. TK students have substantial periods for play and exploration, with an emphasis on thematic learning opportunities that promote self-regulation, social-emotional growth and language development. At the same time, Navigator teachers working with TKs bring our expected level of focus and intentionality, promoting students’ early literacy and numeracy development and preparing them for kindergarten at Navigator. Individualized curriculum is a central part of our instructional program at Navigator and we expect this would continue in our TK class. Our TK teachers continually reflect on the development of each individual as a whole child and refine their support and instruction.

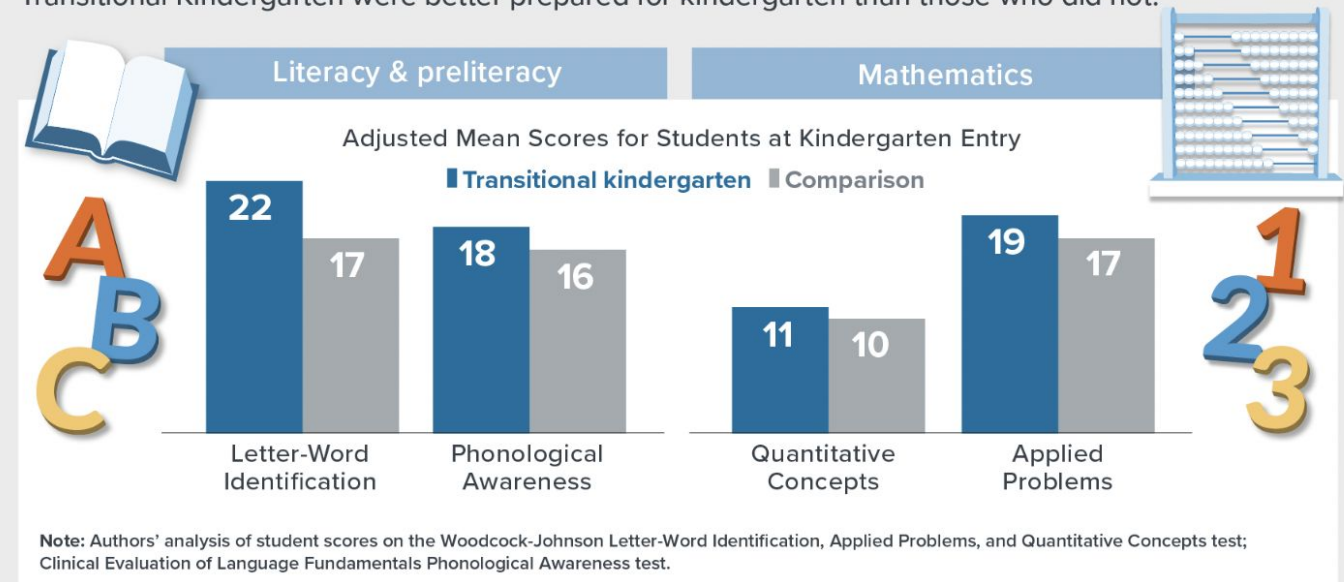
Why TK at Navigator?

- Statewide initiative - TK required to be offered to all four year olds by 2025-26
- Current programs at WPS and HC
- [Research](#) on improving school readiness

*The program shows an advantage for all students, with particular benefits for English learners and low-income students

Does Transitional Kindergarten Improve School Readiness?

A study of California's Transitional Kindergarten program found that students who attended Transitional Kindergarten were better prepared for kindergarten than those who did not.



Source: *The Impact of Transitional Kindergarten on California Students* (2017)

American Institutes for Research | www.air.org



**Next steps:
Plan for two new TK classes in
2024-25 at GPS
(HPS coming 2025-26)**

- LCAP
- Facilities
- Fiscal
- Academic Programming
- Student Services
- Staffing: Recruitment, Credentialing
- Student recruitment





Topic 3: SPED Update

Cross Country program review update

- Completed Observations and interviews with staff December 11th-13th, across all 4 campuses
- Collected data
- Report of findings to be received by January 29th
- Next steps -Present a summary



Topic 4: ELA Adoption Update

What: Navigator will be adopting a K-5 ELA curriculum to be piloted in Fall of 2024

Why:

- Better alignment to research-based best practices (we are implementing many of these best practices already and we have also identified some areas that need improvement)
- Ease of implementation: Amount of time it is currently taking many teachers to create/prepare materials
- Integrated supports for students who are English Learners

Curriculum Committee responsibilities:

1. Select a Pilot Option
2. Monitor Progress (Review implementation, gather feedback and data to assess effectiveness)
3. Address Challenges
4. Develop a Roll-Out Plan
5. Evaluate Impact

*Meet monthly: Feb-May 2024





Topic 4: ELA Adoption Update

Navigator has always used curriculum as a starting point and not an end point. We are attempting to find the “best” starting point available to us in 2024 being the continuous improvers that we are!

- Programs for consideration: CKLA and EL Education
- Potential for consultant support



Coversheet

Mid-Year Local Control and Accountability Plan

Section: V. Topical
Item: A. Mid-Year Local Control and Accountability Plan
Purpose: FYI

Submitted by:

Related Material:

1. Navigator Schools 23-24 Mid-Year LCAP Update Presentation.pdf
2. Navigator Schools 23-24 Mid-Year LCAP Update - Gilroy Prep.pdf
3. Navigator Schools 23-24 Mid-Year LCAP Update - Hayward Collegiate.pdf
4. Navigator Schools 23-24 Mid-Year LCAP Update - Hollister Prep.pdf
5. Navigator Schools 23-24 Mid-Year LCAP Update - Watsonville Prep.pdf



Mid-Year LCAP Update

2023-24 LCAP
February 12, 2024

Local Control Accountability Plan (LCAP)

What It Is

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures

Additional Focus

How funds given to a district or school specifically for higher need student groups (low-income, English learner, foster youth) are being used

Components of LCAP Process



Updated Budget Information

A concise summary of revenues and expenditures for this year

Gilroy Prep Budget Overview for Parents

Budget Item	Original Budget	Updated Forecast	Difference
Total LCFF Funds	\$ 6,089,066	\$ 6,080,463	\$ (8,603)
<i>LCFF Supplemental & Concentration Component</i>	\$ 517,792	\$ 566,304	\$ 48,512
All Federal Funds	\$ 850,802	\$ 850,801	\$ (1)
All Other State Funds	\$ 1,091,413	\$ 1,091,413	\$ -
All Local Funds	\$ 27,500	\$ 27,500	\$ -
Total Revenue	\$ 8,058,781	\$ 8,050,177	\$ (8,604)
Total Expenditures	\$ 8,039,120	\$ 7,562,603	\$ 476,517

Hayward Collegiate Budget Overview for Parents

Budget Item	Original Budget	Updated Forecast	Difference
Total LCFF Funds	\$ 2,577,985	\$ 2,514,799	\$ (63,186)
<i>LCFF Supplemental & Concentration Component</i>	<i>\$ 471,741</i>	<i>\$ 404,302</i>	<i>\$ (67,439)</i>
All Federal Funds	\$ 332,553	\$ 468,713	\$ 136,160
All Other State Funds	\$ 655,633	\$ 753,325	\$ 97,692
All Local Funds	\$ 52,500	\$ 52,500	\$ -
Total Revenue	\$ 3,618,671	\$ 3,789,337	\$ 170,666
Total Expenditures	\$ 3,807,879	\$ 4,165,778	\$ (357,899)

Hollister Prep Budget Overview for Parents

Budget Item	Original Budget	Updated Forecast	Difference
Total LCFF Funds	\$ 6,350,849	\$ 6,299,761	\$ (51,088)
<i>LCFF Supplemental & Concentration Component</i>	\$ 836,690	\$ 785,602	\$ (51,088)
All Federal Funds	\$ 669,006	\$ 669,006	\$ -
All Other State Funds	\$ 1,091,705	\$ 1,091,705	\$ -
All Local Funds	\$ 27,500	\$ 27,500	\$ -
Total Revenue	\$ 8,139,060	\$ 8,087,972	\$ (51,088)
Total Expenditures	\$ 8,106,458	\$ 7,624,046	\$ 482,412

Watsonville Prep Budget Overview for Parents

Budget Item	Original Budget	Updated Forecast	Difference
Total LCFF Funds	\$ 6,097,286	\$ 6,363,298	\$ 266,012
<i>LCFF Supplemental & Concentration Component</i>	<i>\$ 1,346,840</i>	<i>\$ 1,612,852</i>	<i>\$ 266,012</i>
All Federal Funds	\$ 957,910	\$ 957,910	\$ -
All Other State Funds	\$ 1,471,168	\$ 1,471,168	\$ -
All Local Funds	\$ 8,800	\$ 8,800	\$ -
Total Revenue	\$ 8,535,164	\$ 8,801,176	\$ 266,012
Total Expenditures	\$ 7,803,248	\$ 8,108,264	\$ (305,016)

Individual school site LCAPs include progress on goals

Please review individual school site LCAP reports for
detail

All Navigator Schools have the same goals

1. Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.
2. All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.
3. Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.
4. Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.
5. Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Outcomes Overview

Glows

- Navi schools have met their goals in most areas, especially in instructional quality, staff coaching and development, data-driven decision making, full-inclusion, and classroom technology
- Progress on upgrading the math, English and science curricula

Grows

- Ensuring English learners receive the supports they need to make needed academic progress (especially at GP)
- Providing a campus climate in which all staff feel safe at school and comfortable being themselves
- Chronic absenteeism remains a challenge at Watsonville



Mid-Year LCAP Update

2023-24 LCAP
Gilroy Prep School
CDS Code: 43-69484-0123760

Components of Update

- Overview of Requirements
- Updated Budget Overview for Parents
- LCAP Goals
 - Implementation progress and expenditure status
 - Available metrics

Overview of Requirements

Summary of LCAP and various components

Local Control Accountability Plan (LCAP)

What It Is

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures

Additional Focus

How funds given to a district or school specifically for higher need student groups (low-income, English learner, foster youth) is being used

Components of LCAP Process



Updated Budget Information

A concise summary of revenues and expenditures for this year

Gilroy Prep Budget Overview for Parents

Budget Item	Original Budget	Updated Forecast	Difference
Total LCFF Funds	\$ 6,089,066	\$ 6,080,463	\$ (8,603)
<i>LCFF Supplemental & Concentration Component</i>	\$ 517,792	\$ 566,304	\$ 48,512
All Federal Funds	\$ 850,802	\$ 850,801	\$ (1)
All Other State Funds	\$ 1,091,413	\$ 1,091,413	\$ -
All Local Funds	\$ 27,500	\$ 27,500	\$ -
Total Revenue	\$ 8,058,781	\$ 8,050,177	\$ (8,604)
Total Expenditures	\$ 8,039,120	\$ 7,562,603	\$ 476,517

LCAP Goals

Implementation progress, expenditures, and metrics

Goal 1: Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Build positive school culture	In Progress	\$ 798,484	\$ 279,051
2	(Not used for this LCAP)			
3	Implement SEL through Valor Compass	In Progress	\$ 32,583	\$ 32,500
4	Provide safe environment for all	In Progress	\$ 665,636	\$ 136,894
5	Provide basic services	In Progress	\$ 852,469	\$ -

Goal 1: Outcomes (1 of 2)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Staff Surveys	70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend.	96% of staff feel proud to tell people where they work and 82% would recommend working at Navigator to a good friend.	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	not yet available	At least 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.	94% of parents feel their child is safe and supported on campus and 86% are satisfied with their child's academic results.	88% of parents feel their child is safe and supported on campus and 86% are satisfied with their child's academic results.	not yet available	At least 88% of parents feel their child is safe and supported on campus and 86% are satisfied with their child's academic results.

Goal 1: Outcomes (2 of 2)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student Surveys	70% feel proud to belong to GPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they felt safe at school	57% feel proud to belong to GPS most or all of the time, 75.5% feel that adults at the school cared about them most or all of the time, and 76.5% agree that they felt safe at school	48% feel proud to belong to GPS most or all of the time, 63% feel that adults at the school cared about them most or all of the time, and 82% agree that they felt safe at school	73% feel happy to belong to GPS most or all of the time, 87% feel that adults at the school cared about them most or all of the time, and 80% agree that they felt safe at school	At least 48% feel proud to belong to GPS most or all of the time, 63% feel that adults at the school cared about them most or all of the time, and 82% agree that they felt safe at school
Suspension Rates	Less than 2%	0.01%	0.04%	0%	Less than 2%
Student Attendance Rates, as a measure of student engagement.	average of 96%	94%	92.69%	96.33%	96%
Chronic Absenteeism	less than 10%	17.4%	19.02%	23.90%	Less than 10%

Goal 2: All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Teacher credentialing	In Progress	\$ 1,695,890	\$ 527,006
2	Teacher development and subbing	In Progress	\$ 283,304	\$ 73,975
3	Small Group Instructors - Reducing ratios	In Progress	\$ 428,394	\$ 197,148
4	Professional development & the common core	In Progress	\$ -	\$ -
5	(Not used for this LCAP)			
6	Instructional materials	In Progress	\$ 158,252	\$ 35,082
7	Physical Education	In Progress	\$ 131,768	\$ 32,986
8	Learning loss mitigation	In Progress	\$ 126,995	\$ 37,000

Goal 2: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Math +3 from 2018-19 DFS	Not yet available	The baseline was not met due to learning loss from the pandemic	50.14% Met or Exceeded Standard for Math	SBAC Math +3 from 2021-22 DFS
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC ELA +3 from 2018-19 DFS	Not yet available	The baseline was not met due to learning loss from the pandemic	67.6% Met or Exceeded Standard for Math	SBAC ELA +3 from 2021-22 DFS
English Learner Progress	English Learner Progress metrics were changed this year. New baseline will be set with actuals from 2020-21 dashboard.	Not yet available	54.6% making progress towards English language proficiency	39.2% making progress, declined 15.4%	At least 54.6% making progress towards English language proficiency
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Science +3 from 2018-19 DFS	Not yet available	Not available yet	41.18%	SBAC Science +3 from 2021-22 DFS

Goal 3: Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Coaching	In Progress	\$ -	\$ -
2	CMO Coaching	In Progress	\$ -	\$ -

*We are developing an allocation strategy based on the percentage of time Instructional Leaders coach teachers and others.

Goal 3: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year	On track for desired outcome	Weekly coaching for teachers an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year	On track for desired outcome	Weekly coaching for small group instructors an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	On track for desired outcome	Weekly coaching for administrators an average of 20 times a school year

Goal 4: Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Special Education	In Progress	\$ 705,616	\$ 244,288
2	Psychological Services	In Progress	\$ 64,425	\$ 21,781
3	Summer School	Not Yet Started	\$ 52,500	\$ -
4	Food Services	In Progress	\$ 240,000	\$ 117,241
5	Student Services	In Progress	\$ 162,690	\$ 122,962

Goal 4: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of All Students placed in inclusive environment	99%	100%	100%	100%	100%
% of Students not meeting standards who receive intervention support	99%	100%	100%	100%	100%

Goal 5: Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Instructional technology	In Progress	\$ 85,313	\$ 21,875
2	Student assessment	In Progress	\$ 14,890	\$ 315
3	One to one devices	Complete	\$ 31,584	\$ 31,584
4	Technology refresh	Complete	\$ 5,547	\$ 6,534
5	Internet connectivity	In Progress	\$ 18,500	\$ 3,273

Goal 5: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of Students with a 1:1 I-pad ratio	100%	100%	100%	100%	100%
% of Students with access to adaptive applications to support personalized learning	100%	100%	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%	94%	95%	At least 94%

Thank you for working together to review our
progress towards meeting our LCAP goals



Mid-Year LCAP Update

2023-24 LCAP
Hayward Collegiate Charter
CDS Code: 01-10017-0138867

Components of Update

- Overview of Requirements
- Updated Budget Overview for Parents
- LCAP Goals
 - Implementation progress and expenditure status
 - Available metrics

Overview of Requirements

Summary of LCAP and various components

Local Control Accountability Plan (LCAP)

What It Is

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures

Additional Focus

How funds given to a district or school specifically for higher need student groups (low-income, English learner, foster youth) is being used

Components of LCAP Process



Updated Budget Information

A concise summary of revenues and expenditures for this year

Hayward Collegiate Budget Overview for Parents

Budget Item	Original Budget	Updated Forecast	Difference
Total LCFF Funds	\$ 2,577,985	\$ 2,514,799	\$ (63,186)
<i>LCFF Supplemental & Concentration Component</i>	<i>\$ 471,741</i>	<i>\$ 404,302</i>	<i>\$ (67,439)</i>
All Federal Funds	\$ 332,553	\$ 468,713	\$ 136,160
All Other State Funds	\$ 655,633	\$ 753,325	\$ 97,692
All Local Funds	\$ 52,500	\$ 52,500	\$ -
Total Revenue	\$ 3,618,671	\$ 3,789,337	\$ 170,666
Total Expenditures	\$ 3,807,879	\$ 4,165,778	\$ (357,899)

LCAP Goals

Implementation progress, expenditures, and metrics

Goal 1: Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Build positive school culture	In Progress	\$ 444,968	\$ 159,140
2	Provide safe environment for all	In Progress	\$ 333,198	\$ 86,069
3	Provide basic services	In Progress	\$ 360,918	\$ -

Goal 1: Outcomes (1 of 2)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Staff Surveys	70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend.	N/A	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	not yet available	At least 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.	N/A	100% of parents feel their child is safe and supported on campus and 100% are satisfied with their child's academic results.	not yet available	At least 90% of parents feel their child is safe and supported on campus and 90% are satisfied with their child's academic results.

Goal 1: Outcomes (2 of 2)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student Surveys	70% feel proud to belong to HC most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they felt safe at school	N/A	67% feel proud to belong to HC most or all of the time, 73% feel that adults at the school cared about them most or all of the time, and 87% agree that they felt safe at school	81% feel happy to belong to HC most or all of the time, 94% feel that adults at the school cared about them most or all of the time, and 84% agree that they felt safe at school	At least 67% feel proud to belong to HC most or all of the time, 73% feel that adults at the school cared about them most or all of the time, and 87% agree that they felt safe at school
Suspension Rates	Less than 2%	N/A	0.70%	0%	Less than 2%
Student Attendance Rates, as a measure of student engagement.	96%	N/A	94.68%	96.45%	96%
Chronic Absenteeism	less than 10%	N/A	5.70%	9.90%	Less than 6%

Goal 2: All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Teacher credentialing	In Progress	\$ 810,000	\$ 228,895
2	Teacher development and subbing	In Progress	\$ 121,292	\$ 41,538
3	Small Group Instructors - Reducing ratios	In Progress	\$ 242,665	\$ 85,534
4	Professional development & the common core	In Progress	\$ -	\$ -
5	Instructional materials	In Progress	\$ 98,476	\$ 27,807
6	Physical Education	In Progress	\$ 84,305	\$ 17,136

Goal 2: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
New for 2023-24: SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Math +3 from 2021-22 DFS	N/A	Not available yet	64.87% met or exceeded standard for math	SBAC Math +3 from 2022-23 DFS
New for 2023-24: SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC ELA +3 from 2021-22 DFS	N/A	Not available yet	67.56% met or exceeded standard for ELA	SBAC ELA +3 from 2022-23 DFS
New for 2023-24: English Learner Progress	Set from the California Dashboard for 2022 the English Learner Progress was 46.7%	N/A	46.7% making progress towards English language proficiency	62% making progress	At least 46.7%

Goal 3: Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Coaching	In Progress	\$ -	\$ -
2	CMO Coaching	In Progress	\$ -	\$ -

*We are developing an allocation strategy based on the percentage of time Instructional Leaders coach teachers and others.

Goal 3: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year	N/A	Weekly coaching for teachers an average of 20 times a school year	On track for desired outcome	Weekly coaching for teachers an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year	N/A	Weekly coaching for small group instructors an average of 20 times a school year	On track for desired outcome	Weekly coaching for small group instructors an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year	N/A	Weekly coaching for administrators an average of 20 times a school year	On track for desired outcome	Weekly coaching for administrators an average of 20 times a school year

Goal 4: Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Special Education	In Progress	\$ 185,364	\$ 53,804
2	Psychological Services	In Progress	\$ 16,106	\$ 10,348
3	Summer School	Not Yet Started	\$ 29,000	\$ -
4	Food Services	In Progress	\$ 167,973	\$ 77,935
5	Student Services	In Progress	\$ 117,414	\$ 16,193

Goal 4: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of All Students placed in inclusive environment	99%	N/A	100%	100%	100%
% of Students not meeting standards who receive intervention support	99%	N/A	100%	100%	100%

Goal 5: Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Instructional technology	In Progress	\$ 82,688	\$ 27,558
2	Student assessment	Complete	\$ -	\$ 315
3	One to one devices	In Progress	\$ 33,226	\$ 8,970
4	Technology refresh	Complete	\$ 11,094	\$ 15,867
5	Internet connectivity	In Progress	\$ 10,401	\$ 4,897

Goal 5: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of Students with a 1:1 I-pad ratio	100%	N/A	53%	47%	65%
% of Students with access to adaptive applications to support personalized learning	100%	N/A	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	N/A	94%	95%	94%

Thank you for working together to review our
progress towards meeting our LCAP goals



Mid-Year LCAP Update

2023-24 LCAP
Hollister Prep
CDS Code: 35-67470-0127688

Components of Update

- Overview of Requirements
- Updated Budget Overview for Parents
- LCAP Goals
 - Implementation progress and expenditure status
 - Available metrics

Overview of Requirements

Summary of LCAP and various components

Local Control Accountability Plan (LCAP)

What It Is

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures

Additional Focus

How funds given to a district or school specifically for higher need student groups (low-income, English learner, foster youth) is being used

Components of LCAP Process



Updated Budget Information

A concise summary of revenues and expenditures for this year

Hollister Prep Budget Overview for Parents

Budget Item	Original Budget	Updated Forecast	Difference
Total LCFF Funds	\$ 6,350,849	\$ 6,299,761	\$ (51,088)
<i>LCFF Supplemental & Concentration Component</i>	\$ 836,690	\$ 785,602	\$ (51,088)
All Federal Funds	\$ 669,006	\$ 669,006	\$ -
All Other State Funds	\$ 1,091,705	\$ 1,091,705	\$ -
All Local Funds	\$ 27,500	\$ 27,500	\$ -
Total Revenue	\$ 8,139,060	\$ 8,087,972	\$ (51,088)
Total Expenditures	\$ 8,106,458	\$ 7,624,046	\$ 482,412

LCAP Goals

Implementation progress, expenditures, and metrics

Goal 1:

Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging, and nurture social, emotional, and academic growth. We believe these strategies will lead to a gain of three points on the DFS on all subtests of SBAC for all student subgroups by 2024.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Build positive school culture	In Progress	\$ 892,917	\$ 303,847
2	(Not used for this LCAP)			
3	Implement SEL through Valor Compass	In Progress	\$ 32,583	\$ 32,500
4	Provide safe environment for all	In Progress	\$ 649,092	\$ 122,280
5	Provide basic services	In Progress	\$ 889,119	\$ -
6	Address risk of drop outs	In Progress	\$ -	\$ -

Goal 1: Outcomes (1 of 2)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Staff Surveys	70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend.	96% of staff feel proud to tell people where they work and 82% would recommend working at Navigator to a good friend.	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	not yet available	At least 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.	94% of parents feel their child is safe and supported on campus and 86% are satisfied with their child's academic results.	86% of parents feel their child is safe and supported on campus and 92% are satisfied with their child's academic results.	not yet available	At least 86% of parents feel their child is safe and supported on campus and 92% are satisfied with their child's academic results.

Goal 1: Outcomes (2 of 2)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student Surveys	70% feel proud to belong to HPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they felt safe at school	57% feel proud to belong to HPS most or all of the time, 75.5% feel that adults at the school cared about them most or all of the time, and 76.5% agree that they felt safe at school	71% feel proud to belong to HPS most or all of the time, 82% feel that adults at the school cared about them most or all of the time, and 74% agree that they felt safe at school	78% feel happy to belong to HPS most or all of the time, 95% feel that adults at the school cared about them most or all of the time, and 82% agree that they felt safe at school	At least 71% feel proud to belong to HPS most or all of the time, 82% feel that adults at the school cared about them most or all of the time, and 74% agree that they felt safe at school
Suspension Rates	Less than 2%	Less than 2%	1.30%	0%	Less than 2%
Student Attendance Rates, as a measure of student engagement	Average of 96%	Average of 94%	93%	96.17%	96%
Chronic Absenteeism	Less than 10%	14.20%	14.40%	21.1% chronically absent	Less than 10%
Expulsion Rates	<.5%	0%	0%	0%	0%

Goal 2: All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Teacher credentialing	In Progress	\$ 1,635,784	\$ 562,008
2	Teacher development and subbing	In Progress	\$ 395,933	\$ 54,208
3	Small Group Instructors - Reducing ratios	In Progress	\$ 450,550	\$ 111,346
4	Professional development & the common core	In Progress	\$ -	\$ -
5	(Not used for this LCAP)			
6	Instructional materials	In Progress	\$ 156,036	\$ 49,756
7	Physical Education	In Progress	\$ 131,768	\$ 42,048
8	Learning loss mitigation	In Progress	\$ 119,431	\$ 32,813

Goal 2: Outcomes (1 of 3)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC scores in Mathematics Distance from Standard (DFS) for all students and all subgroups will increase annually by +3	SBAC Math +3 from prior year DFS	Not available	This metric was not met due to learning loss from the pandemic	52.44% met or exceeded standard for math	SBAC Math +3 from 2022-23 DFS
SBAC scores in English language arts Distance from Standard (DFS) for all students and all subgroups will increase annually by +3	SBAC ELA +3 from prior year DFS	Not available	This metric was not met due to learning loss from the pandemic	68.39% met or exceeded standard for ELA	SBAC ELA +3 from 2022-23 DFS
English Learner Progress	English Learner Progress metrics were changed this year. New baseline will be set with the actuals from 2020-21 dashboard.	Not available	70.5% making progress towards English language proficiency	43% making progress	At least 70.5% making progress towards English language proficiency

Goal 2: Outcomes (2 of 3)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC scores in Science Distance from Standard (DFS) for all students and all subgroups will increase annually by +3	SBAC Science +3 from prior year DFS	Not available	Not available	36.21% met or exceeded standard for science	SBAC Science +3 from 2021-22 DFS
Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100%	Data not collected (New in 23-24)	Data not collected (New in 23-24)	100%	100%
Every pupil has sufficient access to standards-aligned instructional materials.	100%	100%	100%	100%	100%

Goal 2: Outcomes (3 of 3)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
HPS will implement the academic content and performance standards adopted by the state board.	100% of classrooms	100%	100%	100%	100%
HPS will implement designated and integrated ELD strategies to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of classrooms	100%	100%	100%	100%
Reclassification Rate	No data available	70.5%	43%	Not yet available	At least 43%
HPS students will have access to a broad course of study.	100%	100%	100%	100%	100%

Goal 3: Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Coaching	In Progress	\$ -	\$ -
2	CMO Coaching	In Progress	\$ -	\$ -

Goal 3: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year	N/A	Weekly coaching for teachers an average of 20 times a school year	On track for desired outcome	Weekly coaching for teachers an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year	N/A	Weekly coaching for small group instructors an average of 20 times a school year	On track for desired outcome	Weekly coaching for small group instructors an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year	N/A	Weekly coaching for administrators an average of 20 times a school year	On track for desired outcome	Weekly coaching for administrators an average of 20 times a school year

Goal 4: Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Special Education	In Progress	\$ 717,394	\$ 153,053
2	Psychological Services	In Progress	\$ 80,530	\$ 26,008
3	Summer School	Not Yet Started	\$ 52,500	\$ -
4	Food Services	In Progress	\$ 86,353	\$ -
5	Student Services	In Progress	\$ 292,800	\$ 53,244
6	English Language Development	In Progress	\$ -	\$ -
7	Community Schools Grant	In Progress	\$ -	\$ 23,579

Goal 4: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of All Students placed in inclusive environment	99%	100%	100%	100%	100%
% of Students not meeting standards who are offered intervention support	99%	100%	100%	100%	100%

Goal 5: Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Instructional technology	In Progress	\$ 78,750	\$ 20,515
2	Student assessment	In Progress	\$ 14,890	\$ 315
3	One to one devices	Complete	\$ 21,056	\$ 21,056
4	Technology refresh	Complete	\$ 8,813	\$ 8,813
5	Internet connectivity	In Progress	\$ 26,520	\$ 2,518

Goal 5: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of Students with a 1:1 I-pad ratio	100%	100%	100%	100%	100%
% of Students with access to adaptive applications to support personalized learning	100%	100%	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%	94%	95%	At least 94%

Thank you for working together to review our
progress towards meeting our LCAP goals



Mid-Year LCAP Update

2023-24 LCAP
Watsonville Prep
CDS Code: 44-77248-0138909

Components of Update

- Overview of Requirements
- Updated Budget Overview for Parents
- LCAP Goals
 - Implementation progress and expenditure status
 - Available metrics

Overview of Requirements

Summary of LCAP and various components

Local Control Accountability Plan (LCAP)

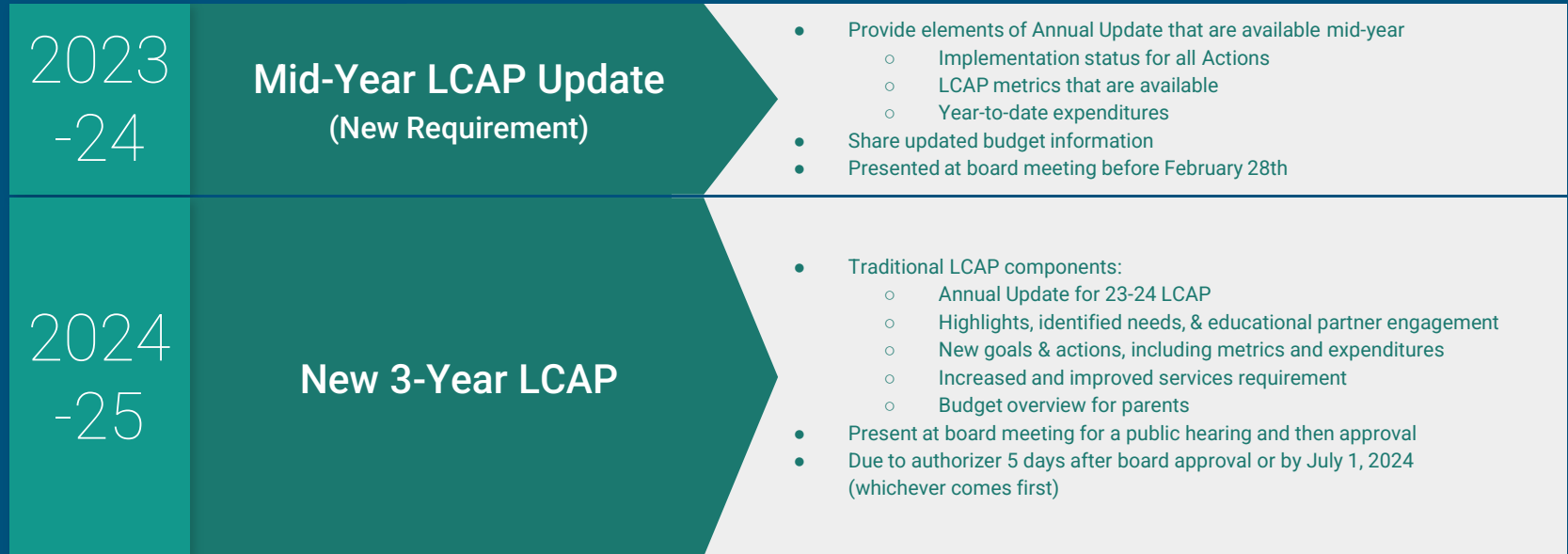
What It Is

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures

Additional Focus

How funds given to a district or school specifically for higher need student groups (low-income, English learner, foster youth) is being used

Components of LCAP Process



Updated Budget Information

A concise summary of revenues and expenditures for this year

Watsonville Prep Budget Overview for Parents

Budget Item	Original Budget	Updated Forecast	Difference
Total LCFF Funds	\$ 6,097,286	\$ 6,363,298	\$ 266,012
<i>LCFF Supplemental & Concentration Component</i>	\$ 1,346,840	\$ 1,612,852	\$ 266,012
All Federal Funds	\$ 957,910	\$ 957,910	\$ -
All Other State Funds	\$ 1,471,168	\$ 1,471,168	\$ -
All Local Funds	\$ 8,800	\$ 8,800	\$ -
Total Revenue	\$ 8,535,164	\$ 8,801,176	\$ 266,012
Total Expenditures	\$ 7,803,248	\$ 8,108,264	\$ (305,016)

LCAP Goals

Implementation progress, expenditures, and metrics

Goal 1: Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Build positive school culture	In Progress	\$ 795,708	\$ 269,847
2	School counselors	In Progress	\$ 129,144	\$ 31,069
3	Implement SEL through Valor Compass	In Progress	\$ 32,583	\$ 32,500
4	Provide safe environment for all	In Progress	\$ 445,371	\$ 175,635
5	Provide basic services	In Progress	\$ 853,620	\$ -

Goal 1: Outcomes (1 of 2)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Staff Surveys	70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend.	96% of staff feel proud to tell people where they work and 82% would recommend working at Navigator to a good friend.	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	not yet available	At least 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.	94% of parents feel their child is safe and supported on campus and 86% are satisfied with their child's academic results.	91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child's academic results.	not yet available	At least 91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child's academic results.

Goal 1: Outcomes (2 of 2)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student Surveys	70% feel proud to belong to WPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they felt safe at school	57% feel proud to belong to WPS most or all of the time, 75.5% feel that adults at the school cared about them most or all of the time, and 76.5% agree that they felt safe at school	63% feel proud to belong to WPS most or all of the time, 73% feel that adults at the school cared about them most or all of the time, and 71% agree that they felt safe at school	81% feel proud to belong to WPS most or all of the time, 92% feel that adults at the school cared about them most or all of the time, and 84% agree that they felt safe at school	At least 71% feel proud to belong to HPS most or all of the time, 82% feel that adults at the school cared about them most or all of the time, and 74% agree that they felt safe at school
Suspension Rates	Less than 2%	Less than 2%	0.03%	0.20%	Less than 2%
Student Attendance Rates, as a measure of student engagement.	94% ADA	94.9% ADA	92.67%	93.07%	At least 94%

Goal 2: All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Teacher credentialing	In Progress	\$ 1,373,566	\$ 436,172
2	Teacher development and subbing	In Progress	\$ 281,570	\$ 48,653
3	Small Group Instructors - Reducing ratios	In Progress	\$ 394,033	\$ 117,649
4	Professional development & the common core	In Progress	\$ -	\$ -
5	Learning loss mitigation	In Progress	\$ 141,134	\$ 31,188
6	Instructional materials	In Progress	\$ 115,806	\$ 61,254

Goal 2: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
NWEA assessment	Fall Assessment Data	Not completed	NWEA is no longer used	NWEA is no longer used	SBAC Math and ELA scores are +3 from 2021-22 DFS
Navigator will use NWEA MAP to assess students in ELA and Math.	Students will take this assessment three times a year- fall, winter, and spring.	Not completed	Students now take the STAR test 5 times a year	Students now take the STAR test 5 times a year	Student take STAR test 5 times a year

Goal 3: Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Coaching	In Progress	\$ -	\$ -
2	CMO Coaching	In Progress	\$ -	\$ -

*We are developing an allocation strategy based on the percentage of time Instructional Leaders coach teachers and others.

Goal 3: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year	On track for desired outcome	Weekly coaching for teachers an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year	On track for desired outcome	Weekly coaching for small group instructors an average of 20 times a school year
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	On track for desired outcome	Weekly coaching for administrators an average of 20 times a school year

Goal 4: Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Special Education	In Progress	\$ 600,481	\$ 173,998
2	Psychological Services	In Progress	\$ 45,360	\$ 21,506
3	Summer School	Not Yet Started	\$ 52,500	\$ -
4	Food Services	In Progress	\$ 323,211	\$ 87,066
5	Student Services	In Progress	\$ 227,100	\$ 26,098

Goal 4: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of All Students placed in inclusive environment	99%	100%	100%	100%	100%
% of Students not meeting standards who receive intervention support	99%	100%	100%	100%	100%

Goal 5: Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Action	Title/Description	Status	Budgeted Amount	Year-to Date-Expenditure
1	Instructional technology	In Progress	\$ 78,000	\$ 34,598
2	Student assessment	In Progress	\$ 14,890	\$ 315
3	One to one devices	Complete	\$ 21,056	\$ 21,056
4	Technology refresh	Complete	\$ 11,094	\$ 13,067
5	Internet connectivity	In Progress	\$ 24,990	\$ 3,659

Goal 5: Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of Students with a 1:1 I-pad ratio	100%	100%	100%	100%	100%
% of Students with access to adaptive applications to support personalized learning	100%	100%	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%	94%	95%	At least 94%

Thank you for working together to review our
progress towards meeting our LCAP goals

Coversheet

Safety Update

Section: V. Topical
Item: B. Safety Update
Purpose: FYI
Submitted by:
Related Material: Safety Update Board Meeting Presentation.pdf



Safety Theory of Action & Update

Creating a safe harbor where all Navigators can thrive.

Executive Summary

1. In July 2023, staff briefed the board on the results of a safety audit of our schools by Knowledge Saves Lives (KSL). Since then, Navigator has made progress addressing their findings.
2. Navigator has begun developing a plan which addresses safety, security, and belonging.
3. Navigator tracks our relevant data to ensure maximum readiness
4. The board will receive a full set of safety and security policies at the April 9 board meeting for review and approval

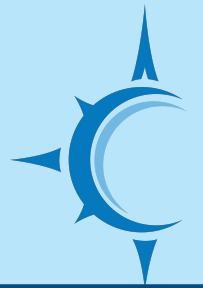
Navigator has made progress addressing the safety findings outlined in the KSL safety audit.

Finding	Progress	Next Steps
Arrange site specific lockdown training from emergency preparedness company	All sites received phase 1 training by Knowledge Saves Lives	Phase 2 training to be scheduled
Install physical barrier in lobby/offices		To be included in facility plans for all sites
Availability of mental health resources	Included in all four Community Schools Implementation Grant applications	Create structure to be able to receive funds through Governor Newsom's Children and Youth Behavioral Health Initiative
Anonymous reporting systems	Included on all student iPads	Exploring options for personal devices
Creation of Behavior Threat Assessment Teams	Created at all four school sites	
Family reunification plans	Sites identified for all four school sites	Create and test transportation plans. Train appropriate staff on executing plans.

Navigator's plan addresses safety, security, and belonging

Overarching Goal: Create an environment where all Navigators feel physically safe, academically productive, and individually affirmed, leading to a learning environment for them to thrive.

1. Plan
2. Communicate
3. Educate and Practice
4. Validate



We've assigned steps and responsibilities to achieve our goals

Objective 1: (Plan)	Ensure all appropriate safety policies, procedures, and action plans are in place, up to date, and accessible.	Board DC Team SLT
Objective 2: (Communicate)	Ensure there is effective and appropriate communication between staff, families, students, emergency service providers, community partners, and the media regarding safety strategies.	Communications Team SLT Instructional staff
Objective 3: (Educate & practice)	Educate all staff members on their roles in providing safety training, emergency preparedness, action plans during emergencies, supervision, and enforcement of policies.	DC Team Operations staff Student Services SLT
Objective 4: (Validate)	Ensure all sites are safe, secure, and inclusive learning spaces, including auditing and validating preparedness levels on an ongoing basis.	DC Team Operations Team Student Services SLT

Objective 1: Ensure all appropriate safety policies, procedures, and action plans are in place, up to date, and accessible.

ACTION ITEM: Board review and adoption of updated safety policies is scheduled for the April 9, 2024 board meeting

- **Safety Action plans**
 - Written, in conjunction with Knowledge Saves Lives (KSL)
 - Public version to be shared with each School Site Council and Board
 - Shared with families beginning of each school year
 - Private version will be shared with site and network leadership
- **Policies/Plans to come**
 - Workplace Violence Prevention Plan
 - Community Schools partnerships with local mental health resources
 - Trauma informed practice support
- **Facilities Planning**
 - Operations team working with facility planning team to ensure new site buildings and plans are safe and secure

Objective 2: Ensure there is effective and appropriate communication between staff, families, students, emergency service providers, community partners, and the media regarding safety strategies.

Status:

- Gabby Roldan has transitioned from Principal to Communications Manager.
- Internal communication chain has been established.
- Preparation for the storms have enabled us to create a structured template for community-wide emergency preparation communications. Next step is to make these readily available and easily customized by emergency type.
- Appropriate staff have established relationships with emergency service personnel in each location
- Family Education Seminars
 - suicide prevention (completed)
 - bullying prevention (completed)
 - cyber/social media safety
 - tobacco/vaping prevention
 - trafficking awareness/prevention (to be scheduled by the end of school year)

Objective 3: Educate all staff members on their roles in providing safety training, emergency preparedness, action plans during emergencies, supervision, and enforcement of policies.

- Trainings
 - Lockdown/Code Red
 - Phase 1 complete all sites
 - Phase 2 (requested by site leadership) to be scheduled
 - CPR (scheduled)
 - Safe Schools Training: Annual certification of every staff member
 - Mandated reporter
 - First aid/bloodborne pathogen training:
 - Sexual harassment
 - Bullying
 - Suicide Awareness
 - Campus Injury Protocols (Summer 2024)
- Practice
 - Drills
 - Earthquake - 1 per year (October in conjunction with the Great Shake Out)
 - Fire - 1 per month
 - Lockdowns with students - 1 per year (to be scheduled)

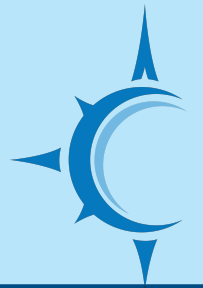
Objective 4: Ensure all sites are safe, secure, and inclusive learning spaces, including auditing and validating preparedness levels on an ongoing basis.

- Physical Safety
 - weather monitoring (sandbags, ramps, exploring generator at WPS)
 - safety leads
 - additional security cameras
 - addressing physical safety risks highlighted by KSL
- Emotional Security
 - Valor and Circles (staff and students)
 - Partnerships with mental health providers
- Ongoing Validating and Auditing
 - survey questions
 - facilities walkthroughs
 - collaboration with Community Schools Coordinators for resource connections

Our plan includes collecting data to measure our progress against our goals.

Evidence:

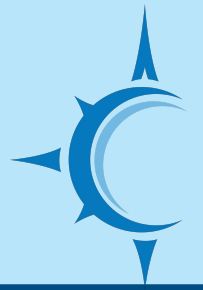
1. Staff and student surveys
2. Compliance with readiness activities (training and drills)
3. Suspension and major incidents reports
4. Participation levels in family support seminars
5. Annual mandated trainings
6. Annual facilities risk reviews



How do safe do Navigators feel? Our goal is to reach at least 80% by the end of 2024-25

Staff - January 2024 baseline (78% participation)

My school is a safe place to learn and work		The working environment at your school is inclusive	
GPS	87.1%	GPS	63.8%
HC	67.9%	HC	60.7%
HPS	91.5%	HPS	68.5%
WPS	77.8%	WPS	51.2%
Support Office	82.1%	Support Office	67.9%



How do safe do Navigators feel? Our goal is to reach at least 80% by the end of 2024-25

(Students- January 2024)

Have you felt safe at school this week?

GPS	93.4%
HC	89%
HPS	94%
WPS	91%

Questions?



Navigator Schools

Charting a new course in education

Coversheet

Facilities Update

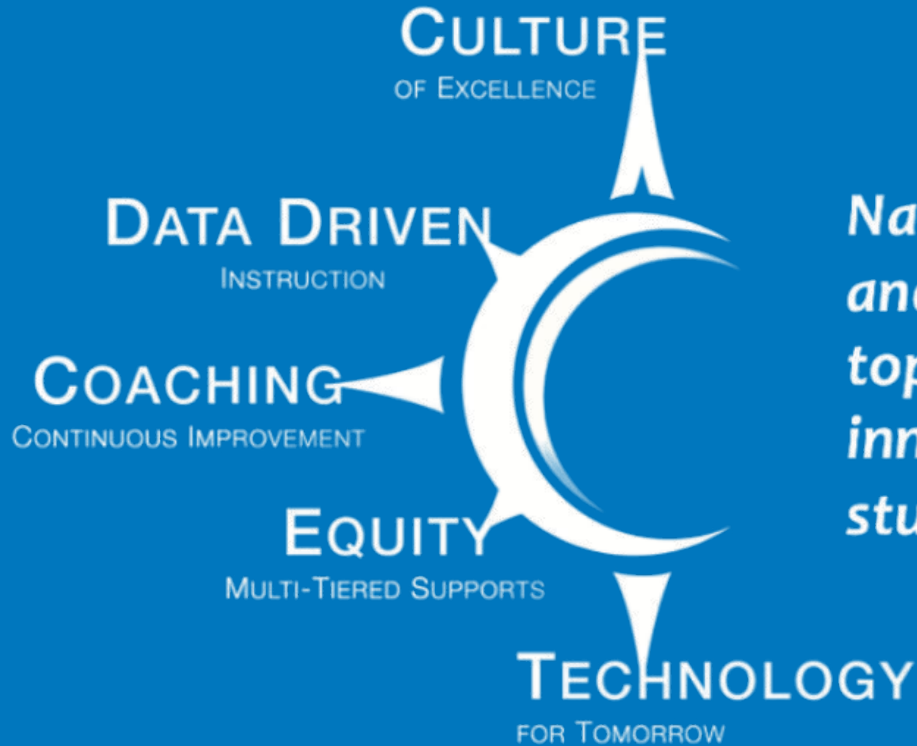
Section: V. Topical
Item: C. Facilities Update
Purpose: FYI
Submitted by:
Related Material: Facilities Update 02 2024.pdf



Navigator Schools Facilities Update

February 13, 2024

Navigator Schools



Navigator Schools equips students to become learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.

Executive Summary

- By 2029-30, our existing four schools will need to accommodate at least 2,360 students.
- Current projects include:
 - GPS: Expanding GPS to add TK grade levels, address parking and drop off safety, and increase the effective utilization of playspace .
 - HC: Adding portable buildings to the HC site to serve a full-sized TK-6th grade program with one class per grade-level. After the Material Revision is approved, we will add an upper grades campus.
 - HPS: We are in negotiations with the owner of a large building in Hollister which could be retrofitted to be a school site and open in 2026-27 (or possibly during 2025-26).
 - WPS: We are negotiating with the building owner to lease the adjacent building to become our upper grades building as we add 7th and 8th grades.

The facilities actions outlined in this presentation will allow our current schools to grow to the full capacity approved in their charters (in addition to HPS' material revision)

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Requirements
GPS								
Add 2 TK	540	588	580	580	580	580	580	Additional facilities
HCC								
Add 7/8	207	344	428	520	550	550	580	Second facility and material revision
HPS								
Add 3 TK	540	600	600	600	600	600	600	New facilities/move
WPS								
Add 7/8 + 1TK	468	520	600	600	600	600	600	Additional facilities
Full Capacity	1755	2052	2208	2300	2330	2330	2360	



Gilroy Prep

	Current	2024-25
Enrollment	539	580
Grade Levels	K-8	TK-8

Current Stage: Approved by CDE

Construction Start: 5/22/2024

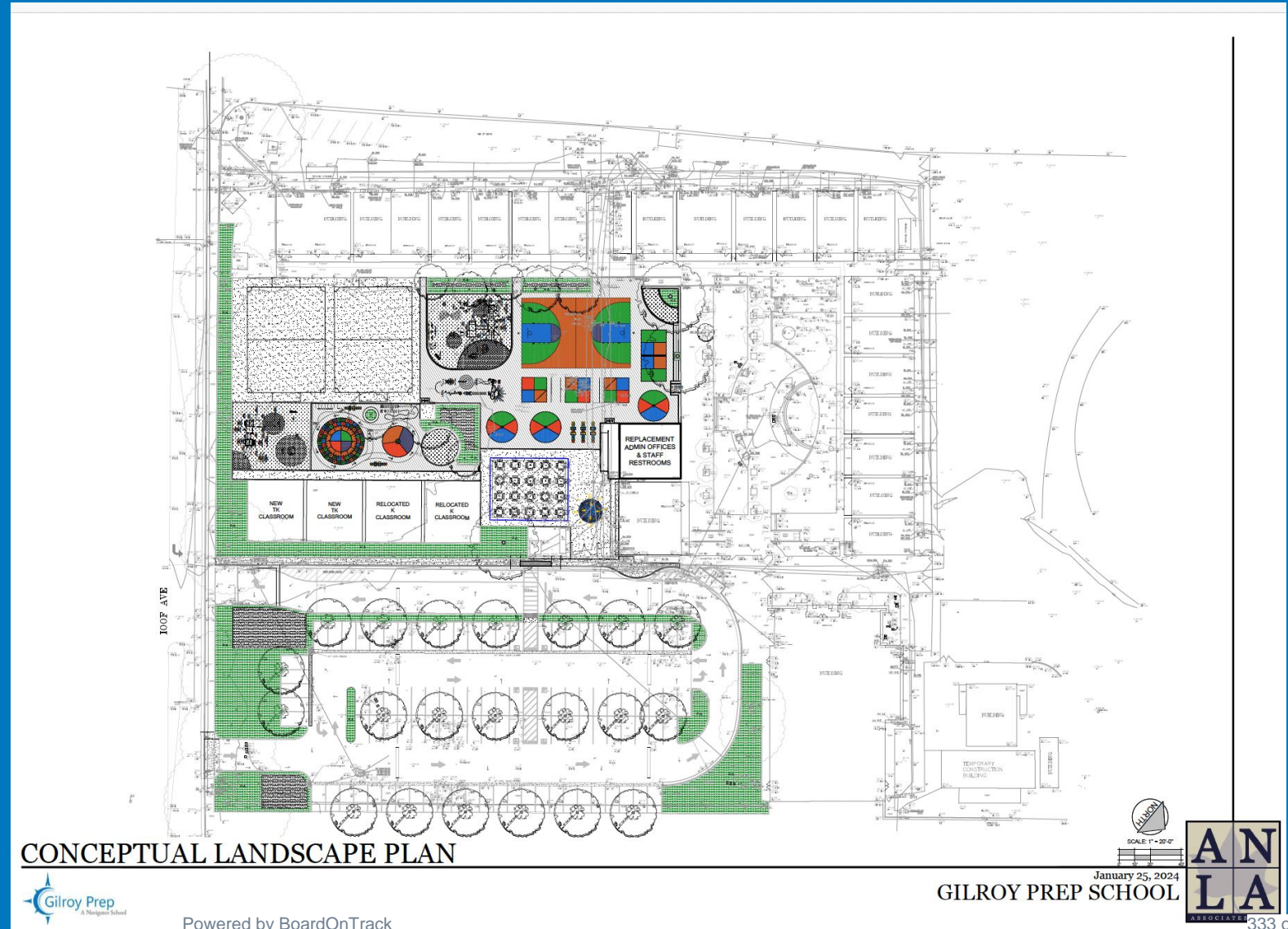
Move In Date: 7/26/2024*

Type: Four Portables, Playground, Parking

Cost: \$6.4 million

Funding Source(s): Loans, Prop 51 grants and bonds

*Construction will continue after move in through November



Hayward Collegiate

	Current	2024-25	2024-25	2029-30
Enrollment	204	288	344	580
Grade Levels	TK-5	TK-6	TK-6	TK-8

Green sections above/right assume approval of the Material Revision and upper grades expansion site.

Phase 1 Lower Grades Site

Current Stage: Construction approvals **at risk**

Construction Start Date: 5/15/24

Predicted Move In Date: **10/2/24**

Type: Three portables (two with bathrooms)

Cost: \$2.2 million

Funding Source(s): Loans

*Construction will continue after move in through March 2025 due to PG&E/generator challenges

Revised enrollment projections for the next 5 years							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-2030
Grade Levels							
TK	11	48	40	40	40	40	40
K	30	60	60	60	60	60	60
1	28	60	60	60	60	60	60
2	28	28	60	60	60	60	60
3	28	30	28	60	60	60	60
4	54	28	60	60	60	60	60
5	26	60	30	60	60	60	60
6	0	30	60	30	60	60	60
7	0	0	30	60	30	60	60
8	0	0	0	30	60	30	60
	206	344	428	520	550	550	580

Phase 2 Upper Grades Site

No project has been fully described yet; however, use of the second site will require the addition of six classrooms and a restroom building by 2025-26.

Anticipated cost: \$4.5-5 million

Watsonville Prep and Hollister Prep

WPS

	Current	2024-25
Enrollment	464	524
Grade Levels	TK-6	TK-7

The current site will be a very tight squeeze when we reach TK-8. It lacks playspace, de-escalation areas, staff break and work spaces, office spaces, library, and specialized classroom space (art and science labs). Fortunately, the Social Security Administration is moving out of the next door building so we are in negotiations with the landlord (who is also our current landlord) to take over the first floor of that building, much of which is already configured as classrooms.

HPS

	Current	2024-25
Enrollment	535	540
Grade Levels	K-8	K-8

The current site is a Prop 39 co-location at HESD's R.O. Hardin site. It does not have space for us to add TK, de-escalation space, library, staff break and work areas, office spaces, or specialized classroom space (art and science labs). HESD suggested a move across town to another school; however, that school only has 13 classrooms and we need 25. We are pursuing other lease/build options with the support of the Superintendent.

Thank you!



Navigator Schools

Charting a new course in education



Growth Strategy 1: Increase the number and proportion of students learning at high levels within our existing schools and maximize the grade levels we serve under existing charters



Coversheet

Special Education Board Update

Section: V. Topical
Item: E. Special Education Board Update
Purpose: FYI
Submitted by:
Related Material: Cross Country Education Summary.pdf



Cross Country Education Update

Tina Hill, February 13, 2024

Executive Summary

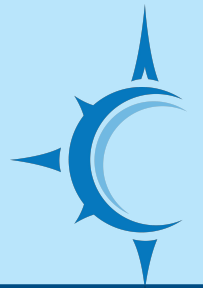
- **Last Fall, Navigator hired Cross Country Education to review, and make recommendations to strengthen, our full inclusion SPED programs**
- **Review team found effective practices at all school sites**
- **Suggested areas for continued growth/adjustment can be addressed through role definition, training and facilities work**
- **All facilities plans need to include space for student de-escalation**

Last Fall, we hired Cross Country Education to review, and make recommendations to strengthen, our full inclusion SPED programs

Objective: To gain information that will assist the schools in successful implementation of a full inclusion model. Taking into consideration growth with effective, consistent practices and optimal functional behavioral strategies.

1. What current practices are effective?
2. What areas would benefit from continues growth/adjustment?
3. What are solutions to consider?





What current practices are effective?

Gilroy Prep

- Full Inclusion Instructors' (FII) worked in close proximity with students
- Classrooms kept up momentum, reducing the opportunities for students to be off task
- Organized, efficient system of helping whole class maintain focus during outbursts of high need student
- All staff appeared to be aware of IEP goals and accommodations
- Well coordinated roles with teacher, SGI, FII, and Ed Specialist, made classrooms run smoothly
- Students were encouraged to problem solve



Hayward Collegiate

- Use of hand signals from staff and students, limits shouting out
- Teacher lowered their voices when class became louder, helped to refocus students
- Rotating around learning stations kept students actively engaged
- Reduced over-verbalization of instructions by using visuals and manipulatives



Hollister Prep

- Sensory regulation tools used in class for younger students with unique needs.
- Staff circulating the room and helping every student, not just approaching the more compliant or attention seeking students
- Quick transitions, lowers opportunity for off task behaviors
- Clear and consistent expectations for students
- Minor behaviors were ignored; more moderately disruptive behaviors were addressed with proximity and helping students get re-engaged with task



Watsonville Prep

- Keeping up class momentum and keeping students engaged
- Students sought attention/help from all staff in the room
- Classroom organization, visuals on the walls, and lighting to help students with alertness and calm
- Structure play opportunities within the kindergarten classroom





What areas would
benefit from
continued
growth/adjustments?

Suggested areas for continued growth/adjustment can be addressed through role definition, training and some facilities work

Navigator Schools - Special Board Meeting - Agenda - Thursday February 15, 2024 at 6:00 PM

- Classroom needs
 - Teacher has a secure location within the classroom for IEPs/504s/SST so they are readily accessible
 - Beneficial for students to be able to access a quiet sensory regulation items
- Behavior needs
 - Support with behaviors from unresolved problems at recess
 - How to teach students to gain attention appropriately
 - Desire for Psychologist/Behavior specialist to increase push in support for modeling behavior interventions
 - Stronger/consistent follow through on behavior consequences at a tier 3 level
 - Sensory regulation/Deescation space

Suggested areas for continued growth/adjustment can be addressed through role definition, training and some facilities work (continued)

- Collaboration needs
 - Classroom staff would like more information on the IEP process, goal tracking, and accommodation implementation
 - Need for a visual print out of student goals
 - Clearly defined roles, not having too many roles for one person
 - More training on functionally equivalent replacement behaviors and working with students with ASD
 - Training on the legal aspects of behaviors and implementation of plans

Next steps

- Look at the logistics of adding a sensory/physical de-escalation space available at each campus
- Look at designated behavior specialist/s
- Provide teachers with hard copies of student plans and a secure location within the classroom to store them
- Develop a closer, consistent collaborative system for administrators to be the “next step” to follow through on student consequences and restorative repair acts
- Provide training for staff (ABA, Accommodations/UDL, FERPA/Legal, IEP/504 implementation)



Thank You!

